

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	21	95.24%	Y	0.24%
		Math	95.00%	95.73%	21	95.24%	Y	0.24%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	20	20.00%	N	-80.00%
		Math	100.00%	14.23%	20	15.00%	N	-85.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	32	78.13%	Y	2.83%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	32	3.13%	Y	-1.68%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	32	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	13	76.92%	N*	-12.08%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	13	7.69%	Y	-11.06%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	94	97.87%	Y	2.87%
		Math	95.00%	95.73%	94	97.87%	Y	2.87%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	92	21.74%	N	-78.26%
		Math	100.00%	14.23%	92	19.57%	N	-80.43%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	128	67.97%	N*	-7.33%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	128	8.59%	N*	3.79%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	128	3.13%	N*	1.14%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	13	23.08%	N*	-4.62%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	13	15.38%	Y	-13.02%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	17	100.00%	Y	5.00%
		Math	95.00%	95.73%	17	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	17	11.76%	N	-88.24%
		Math	100.00%	14.23%	17	23.53%	N	-76.47%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	22	77.27%	Y	1.97%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	22	4.55%	Y	-0.25%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	22	0.00%	Y	-1.99%

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6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
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5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	17	76.47%	Y	1.17%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	17	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	17	0.00%	Y	-1.99%

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7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
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14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
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3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	30	96.67%	Y	1.67%
		Math	95.00%	95.73%	30	96.67%	Y	1.67%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	29	0.00%	N	-100.00%
		Math	100.00%	14.23%	29	0.00%	N	-100.00%
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4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	43	95.35%	Y	20.05%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	43	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	43	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	16	93.75%	Y	18.45%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	16	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	16	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	10	100.00%	Y	5.00%
		Math	95.00%	95.73%	10	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	10	0.00%	N	-100.00%
		Math	100.00%	14.23%	10	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	15	73.33%	N*	-1.97%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	15	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	15	6.67%	N*	4.68%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
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14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	35	100.00%	Y	5.00%
		Math	95.00%	95.73%	35	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	35	8.57%	N	-91.43%
		Math	100.00%	14.23%	35	5.71%	N	-94.29%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	52	78.85%	Y	3.55%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	52	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	52	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
		Math	100.00%	14.23%	X	X	X	X
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	19	52.63%	N*	-22.67%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	19	5.26%	N*	0.46%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	19	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	13	0.00%	N*	-27.70%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	13	38.46%	N*	10.06%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	19	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	26	88.46%	N*	-6.54%
		Math	95.00%	95.73%	26	88.46%	N*	-6.54%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	23	21.74%	N	-78.26%
		Math	100.00%	14.23%	23	4.35%	N	-95.65%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	50	62.00%	N*	-13.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	50	12.00%	N*	7.20%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	50	2.00%	N*	0.01%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	22	9.09%	N*	-18.61%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	22	50.00%	N*	21.60%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	17	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	14	78.57%	N*	-16.43%
		Math	95.00%	95.73%	14	78.57%	N*	-16.43%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	11	18.18%	N	-81.82%
		Math	100.00%	14.23%	11	18.18%	N	-81.82%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	19	89.47%	Y	14.17%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	19	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	19	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	11	90.91%	Y	15.61%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	11	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	11	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	25	100.00%	Y	5.00%
		Math	95.00%	95.73%	25	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	25	16.00%	N	-84.00%
		Math	100.00%	14.23%	25	8.00%	N	-92.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	40	77.50%	Y	2.20%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	40	2.50%	Y	-2.30%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	40	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	16	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	13	92.31%	Y	17.01%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	13	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	13	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	12	66.67%	N*	-8.63%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	12	16.67%	N*	11.87%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	12	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	23	100.00%	Y	5.00%
		Math	95.00%	95.73%	23	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	23	17.39%	N	-82.61%
		Math	100.00%	14.23%	23	4.35%	N	-95.65%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	31	58.06%	N*	-17.24%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	31	6.45%	N*	1.65%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	31	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	15	86.67%	Y	11.37%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	15	6.67%	N*	1.87%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	15	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	67	65.67%	N	-23.33%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	67	13.43%	Y	-5.32%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	834	93.41%	N*	-1.59%
		Math	95.00%	95.73%	834	93.76%	N*	-1.24%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	779	14.89%	N	-85.11%
		Math	100.00%	14.23%	782	11.13%	N	-88.87%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	1284	76.64%	Y	1.34%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	1284	2.26%	Y	-2.54%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	1284	1.56%	Y	-0.43%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	230	16.09%	N	-11.61%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	230	44.35%	N	15.95%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	76	85.53%	Y	1.53%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	80	45.00%	N	-18.50%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	76	85.53%	Y	1.03%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	80	38.75%	N	-16.75%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	73	76.71%	N*	-4.29%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	80	43.75%	N	-28.75%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	45	64.44%	N*	-6.76%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	346	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	33	100.00%	Y	0.00%
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	31	100.00%	Y	0.00%
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	15	53.33%	N*	-21.97%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	15	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	15	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
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5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
		Math	100.00%	14.23%	X	X	X	X
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	88	62.50%	N	-26.50%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	88	15.91%	Y	-2.84%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	842	94.42%	N*	-0.58%
		Math	95.00%	95.73%	842	94.18%	N*	-0.82%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	795	21.01%	N	-78.99%
		Math	100.00%	14.23%	793	18.28%	N	-81.72%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	1285	62.02%	N	-13.28%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	1285	6.85%	N	2.05%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	1285	2.49%	N*	0.50%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	154	8.44%	N	-19.26%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	154	41.56%	N	13.16%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	61	88.52%	Y	4.52%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	65	43.08%	N	-20.42%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	65	83.08%	N*	-1.42%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	65	27.69%	N	-27.81%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	59	86.44%	Y	5.44%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	65	41.54%	N	-30.96%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	65	67.69%	N*	-3.51%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	336	99.70%	N	-0.30%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	29	100.00%	Y	0.00%
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	31	100.00%	Y	0.00%
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	15	20.00%	N*	-10.49%
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	15	53.33%	N*	-3.79%
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	15	80.00%	N*	-1.58%

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	50	96.00%	Y	1.00%
		Math	95.00%	95.73%	50	94.00%	N*	-1.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	48	31.25%	N	-68.75%
		Math	100.00%	14.23%	47	31.91%	N	-68.09%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	63	85.71%	Y	10.41%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	63	1.59%	Y	-3.21%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	63	3.17%	N*	1.18%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	33	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	10	100.00%	Y	5.00%
		Math	95.00%	95.73%	10	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	10	10.00%	N	-90.00%
		Math	100.00%	14.23%	10	20.00%	N	-80.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	19	100.00%	Y	24.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	19	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	19	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	63	69.84%	N	-19.16%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	63	12.70%	Y	-6.05%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	689	95.94%	Y	0.94%
		Math	95.00%	95.73%	689	96.08%	Y	1.08%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	661	20.27%	N	-79.73%
		Math	100.00%	14.23%	662	16.47%	N	-83.53%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	1117	60.52%	N	-14.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	1117	14.15%	N	9.35%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	1117	1.07%	Y	-0.92%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	162	9.26%	N	-18.44%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	162	60.49%	N	32.09%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	51	72.55%	N*	-11.45%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	61	47.54%	N	-15.96%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	57	89.47%	Y	4.97%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	61	44.26%	N*	-11.24%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	49	87.76%	Y	6.76%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	61	62.30%	N*	-10.20%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	32	71.88%	Y	0.68%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	320	99.69%	N	-0.31%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	26	100.00%	Y	0.00%
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	24	100.00%	Y	0.00%
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	13	23.08%	N*	-7.41%
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	13	61.54%	Y	4.42%
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	13	76.92%	N*	-4.66%

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	10	90.00%	Y	14.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	10	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	10	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	50	100.00%	Y	5.00%
		Math	95.00%	95.73%	50	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	50	36.00%	N	-64.00%
		Math	100.00%	14.23%	50	26.00%	N	-74.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	86	74.42%	N*	-0.88%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	86	1.16%	Y	-3.64%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	86	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	12	8.33%	N*	-19.37%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	12	66.67%	N	38.27%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	33	100.00%	Y	5.00%
		Math	95.00%	95.73%	33	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	33	27.27%	N	-72.73%
		Math	100.00%	14.23%	33	24.24%	N	-75.76%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	36	77.78%	Y	2.48%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	36	2.78%	Y	-2.02%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	36	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	23	100.00%	Y	5.00%
		Math	95.00%	95.73%	23	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	23	34.78%	N	-65.22%
		Math	100.00%	14.23%	23	8.70%	N	-91.30%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	45	68.89%	N*	-6.41%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	45	2.22%	Y	-2.58%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	45	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	19	10.53%	N*	-17.17%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	19	31.58%	N*	3.18%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	13	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	17	88.24%	N*	-6.76%
		Math	95.00%	95.73%	17	88.24%	N*	-6.76%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	15	13.33%	N	-86.67%
		Math	100.00%	14.23%	15	26.67%	N	-73.33%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	29	86.21%	Y	10.91%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	29	6.90%	N*	2.10%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	29	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	10	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	38	100.00%	Y	5.00%
		Math	95.00%	95.73%	38	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	38	7.89%	N	-92.11%
		Math	100.00%	14.23%	38	18.42%	N	-81.58%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	48	77.08%	Y	1.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	48	2.08%	Y	-2.72%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	48	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	11	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	19	100.00%	Y	5.00%
		Math	95.00%	95.73%	19	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	19	21.05%	N	-78.95%
		Math	100.00%	14.23%	19	5.26%	N	-94.74%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	35	68.57%	N*	-6.73%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	35	8.57%	N*	3.77%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	35	2.86%	N*	0.87%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	33	100.00%	Y	5.00%
		Math	95.00%	95.73%	33	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	33	15.15%	N	-84.85%
		Math	100.00%	14.23%	33	18.18%	N	-81.82%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	39	94.87%	Y	19.57%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	39	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	39	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	18	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	23	100.00%	Y	5.00%
		Math	95.00%	95.73%	23	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	23	8.70%	N	-91.30%
		Math	100.00%	14.23%	23	13.04%	N	-86.96%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	40	75.00%	N*	-0.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	40	2.50%	Y	-2.30%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	40	2.50%	N*	0.51%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	10	70.00%	Y	42.30%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	10	0.00%	Y	-28.40%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	11	100.00%	Y	5.00%
		Math	95.00%	95.73%	11	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	11	36.36%	N	-63.64%
		Math	100.00%	14.23%	11	27.27%	N	-72.73%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	18	83.33%	Y	8.03%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	18	5.56%	N*	0.76%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	18	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	15	73.33%	N*	-1.97%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	15	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	15	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	12	100.00%	Y	5.00%
		Math	95.00%	95.73%	12	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	12	25.00%	N	-75.00%
		Math	100.00%	14.23%	12	41.67%	N	-58.33%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	20	80.00%	Y	4.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	20	15.00%	N*	10.20%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	20	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	31	87.10%	N*	-7.90%
		Math	95.00%	95.73%	31	90.32%	N*	-4.68%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	27	22.22%	N	-77.78%
		Math	100.00%	14.23%	28	14.29%	N	-85.71%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	50	70.00%	N*	-5.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	50	2.00%	Y	-2.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	50	2.00%	N*	0.01%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	12	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	25	88.00%	N*	-7.00%
		Math	95.00%	95.73%	25	88.00%	N*	-7.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	22	4.55%	N	-95.45%
		Math	100.00%	14.23%	22	4.55%	N	-95.45%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	50	40.00%	N	-35.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	50	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	50	2.00%	N*	0.01%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	63	57.14%	N	-31.86%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	63	23.81%	N*	5.06%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	624	93.43%	N*	-1.57%
		Math	95.00%	95.73%	624	93.43%	N*	-1.57%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	583	15.09%	N	-84.91%
		Math	100.00%	14.23%	583	14.75%	N	-85.25%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	988	83.50%	Y	8.20%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	988	6.68%	N	1.88%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	988	1.52%	Y	-0.47%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	145	17.93%	N	-9.77%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	145	34.48%	N*	6.08%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	50	82.00%	N*	-2.00%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	64	70.31%	Y	6.81%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	48	81.25%	N*	-3.25%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	64	65.63%	Y	10.13%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	27	92.59%	Y	11.59%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	64	85.94%	Y	13.44%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	42	69.05%	N*	-2.15%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	303	98.68%	N	-1.32%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	24	100.00%	Y	0.00%
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	27	100.00%	Y	0.00%
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	11	36.36%	Y	5.87%
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	11	72.73%	Y	15.61%
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	11	90.91%	Y	9.33%

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	24	95.83%	Y	0.83%
		Math	95.00%	95.73%	24	95.83%	Y	0.83%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	23	17.39%	N	-82.61%
		Math	100.00%	14.23%	23	21.74%	N	-78.26%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	59	81.36%	Y	6.06%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	59	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	59	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	26	100.00%	Y	5.00%
		Math	95.00%	95.73%	26	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	26	19.23%	N	-80.77%
		Math	100.00%	14.23%	26	3.85%	N	-96.15%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	33	87.88%	Y	12.58%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	33	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	33	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	22	100.00%	Y	5.00%
		Math	95.00%	95.73%	22	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	22	36.36%	N	-63.64%
		Math	100.00%	14.23%	22	59.09%	N	-40.91%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	26	84.62%	Y	9.32%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	26	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	26	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	16	93.75%	N	-6.25%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	15	93.33%	N*	-1.67%
		Math	95.00%	95.73%	15	93.33%	N*	-1.67%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	14	14.29%	N	-85.71%
		Math	100.00%	14.23%	14	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	24	83.33%	Y	8.03%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	24	4.17%	Y	-0.63%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	24	4.17%	N*	2.18%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	17	76.47%	N	-18.53%
		Math	95.00%	95.73%	17	76.47%	N	-18.53%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	13	23.08%	N	-76.92%
		Math	100.00%	14.23%	13	23.08%	N	-76.92%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	25	68.00%	N*	-7.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	25	20.00%	N	15.20%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	25	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	11	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	15	93.33%	N*	-1.67%
		Math	95.00%	95.73%	15	93.33%	N*	-1.67%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	14	28.57%	N	-71.43%
		Math	100.00%	14.23%	14	42.86%	N	-57.14%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	23	56.52%	N*	-18.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	23	8.70%	N*	3.90%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	23	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	12	0.00%	N*	-27.70%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	12	0.00%	Y	-28.40%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	15	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	10	100.00%	Y	5.00%
		Math	95.00%	95.73%	10	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	10	30.00%	N	-70.00%
		Math	100.00%	14.23%	10	30.00%	N	-70.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	23	91.30%	Y	16.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	23	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	23	4.35%	N*	2.36%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	15	40.00%	N	-35.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	15	13.33%	N*	8.53%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	15	6.67%	N*	4.68%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	21	100.00%	Y	5.00%
		Math	95.00%	95.73%	21	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	21	23.81%	N	-76.19%
		Math	100.00%	14.23%	21	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	39	58.97%	N*	-16.33%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	39	2.56%	Y	-2.24%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	39	2.56%	N*	0.57%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	10	90.00%	Y	62.30%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	10	0.00%	Y	-28.40%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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N/A - The district did not have data available for the indicator.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	26	100.00%	Y	5.00%
		Math	95.00%	95.73%	26	88.46%	N*	-6.54%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	26	3.85%	N	-96.15%
		Math	100.00%	14.23%	23	4.35%	N	-95.65%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	40	82.50%	Y	7.20%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	40	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	40	5.00%	N*	3.01%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	14	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	14	100.00%	Y	5.00%
		Math	95.00%	95.73%	14	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	14	7.14%	N	-92.86%
		Math	100.00%	14.23%	14	7.14%	N	-92.86%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	20	70.00%	N*	-5.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	20	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	20	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	20	100.00%	Y	5.00%
		Math	95.00%	95.73%	20	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	20	10.00%	N	-90.00%
		Math	100.00%	14.23%	20	5.00%	N	-95.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	45	75.56%	Y	0.26%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	45	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	45	4.44%	N*	2.45%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	14	78.57%	N*	-16.43%
		Math	95.00%	95.73%	14	78.57%	N*	-16.43%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	11	18.18%	N	-81.82%
		Math	100.00%	14.23%	11	9.09%	N	-90.91%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	16	93.75%	Y	18.45%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	16	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	16	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	21	76.19%	Y	0.89%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	21	9.52%	N*	4.72%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	21	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	24	95.83%	Y	0.83%
		Math	95.00%	95.73%	24	95.83%	Y	0.83%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	23	34.78%	N	-65.22%
		Math	100.00%	14.23%	23	26.09%	N	-73.91%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	36	52.78%	N	-22.52%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	36	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	36	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	14	85.71%	N*	-9.29%
		Math	95.00%	95.73%	14	85.71%	N*	-9.29%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	12	25.00%	N	-75.00%
		Math	100.00%	14.23%	12	16.67%	N	-83.33%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	30	86.67%	Y	11.37%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	30	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	30	3.33%	N*	1.34%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	22	95.45%	Y	0.45%
		Math	95.00%	95.73%	22	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	21	23.81%	N	-76.19%
		Math	100.00%	14.23%	22	13.64%	N	-86.36%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	38	76.32%	Y	1.02%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	38	10.53%	N*	5.73%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	38	2.63%	N*	0.64%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	11	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	13	53.85%	N*	-21.45%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	13	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	13	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	13	76.92%	Y	1.62%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	13	15.38%	N*	10.58%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	13	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	31	96.77%	Y	1.77%
		Math	95.00%	95.73%	31	96.77%	Y	1.77%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	30	6.67%	N	-93.33%
		Math	100.00%	14.23%	30	13.33%	N	-86.67%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	42	90.48%	Y	15.18%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	42	4.76%	Y	-0.04%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	42	2.38%	N*	0.39%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	12	58.33%	Y	30.63%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	12	0.00%	Y	-28.40%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	11	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

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N/A - The district did not have data available for the indicator.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	10	100.00%	Y	5.00%
		Math	95.00%	95.73%	10	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	10	0.00%	N	-100.00%
		Math	100.00%	14.23%	10	10.00%	N	-90.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	13	92.31%	N*	-2.69%
		Math	95.00%	95.73%	13	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	12	50.00%	N	-50.00%
		Math	100.00%	14.23%	13	23.08%	N	-76.92%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	23	52.17%	N*	-23.13%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	23	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	23	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	12	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	109	94.50%	N*	-0.50%
		Math	95.00%	95.73%	109	94.50%	N*	-0.50%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	103	15.53%	N	-84.47%
		Math	100.00%	14.23%	103	7.77%	N	-92.23%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	143	68.53%	N*	-6.77%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	143	2.80%	Y	-2.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	143	0.70%	Y	-1.29%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	18	50.00%	Y	22.30%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	18	11.11%	Y	-17.29%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	40	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	13	92.31%	Y	17.01%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	13	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	13	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	13	100.00%	Y	5.00%
		Math	95.00%	95.73%	13	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	13	46.15%	N	-53.85%
		Math	100.00%	14.23%	13	23.08%	N	-76.92%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
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2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
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7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
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7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
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1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	21	100.00%	Y	5.00%
		Math	95.00%	95.73%	21	95.24%	Y	0.24%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	21	19.05%	N	-80.95%
		Math	100.00%	14.23%	20	15.00%	N	-85.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	26	76.92%	Y	1.62%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	26	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	26	3.85%	N*	1.86%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	10	90.00%	N*	-5.00%
		Math	95.00%	95.73%	10	90.00%	N*	-5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	16	93.75%	Y	18.45%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	16	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	16	6.25%	N*	4.26%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	11	18.18%	N*	-9.52%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	11	18.18%	Y	-10.22%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	22	100.00%	Y	5.00%
		Math	95.00%	95.73%	22	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	22	9.09%	N	-90.91%
		Math	100.00%	14.23%	22	4.55%	N	-95.45%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	37	83.78%	Y	8.48%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	37	2.70%	Y	-2.10%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	37	2.70%	N*	0.71%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	19	84.21%	Y	8.91%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	19	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	19	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	33	93.94%	N*	-1.06%
		Math	95.00%	95.73%	33	93.94%	N*	-1.06%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	31	12.90%	N	-87.10%
		Math	100.00%	14.23%	31	16.13%	N	-83.87%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	54	85.19%	Y	9.89%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	54	1.85%	Y	-2.95%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	54	7.41%	N*	5.42%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	13	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	16	100.00%	Y	5.00%
		Math	95.00%	95.73%	16	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	16	6.25%	N	-93.75%
		Math	100.00%	14.23%	16	12.50%	N	-87.50%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	21	66.67%	N*	-8.63%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	21	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	21	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	10	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	32	96.88%	Y	1.88%
		Math	95.00%	95.73%	32	96.88%	Y	1.88%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	31	19.35%	N	-80.65%
		Math	100.00%	14.23%	31	9.68%	N	-90.32%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	51	66.67%	N*	-8.63%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	51	9.80%	N*	5.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	51	1.96%	Y	-0.03%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	10	10.00%	N*	-17.70%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	10	50.00%	N*	21.60%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	20	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	33	96.97%	Y	1.97%
		Math	95.00%	95.73%	33	96.97%	Y	1.97%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	32	18.75%	N	-81.25%
		Math	100.00%	14.23%	32	6.25%	N	-93.75%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	58	91.38%	Y	16.08%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	58	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	58	1.72%	Y	-0.27%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	15	0.00%	N	-27.70%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	15	40.00%	N*	11.60%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	23	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	29	51.72%	N	-37.28%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	29	37.93%	N*	19.18%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	259	94.98%	N*	-0.02%
		Math	95.00%	95.73%	259	95.75%	Y	0.75%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	246	17.48%	N	-82.52%
		Math	100.00%	14.23%	248	14.11%	N	-85.89%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	448	79.69%	Y	4.39%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	448	5.13%	N*	0.33%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	448	3.13%	N*	1.14%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	77	12.99%	N	-14.71%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	77	51.95%	N	23.55%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	32	93.75%	Y	9.75%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	38	71.05%	Y	7.55%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	31	83.87%	N*	-0.63%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	38	63.16%	Y	7.66%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	11	63.64%	N*	-17.36%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	38	86.84%	Y	14.34%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	18	72.22%	Y	1.02%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	98	98.98%	N	-1.02%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	18	100.00%	Y	0.00%
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	10	100.00%	Y	0.00%
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
		Math	100.00%	14.23%	X	X	X	X
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	13	100.00%	Y	24.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	13	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	13	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

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* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	13	100.00%	Y	5.00%
		Math	95.00%	95.73%	13	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	13	23.08%	N	-76.92%
		Math	100.00%	14.23%	13	15.38%	N	-84.62%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	18	100.00%	Y	24.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	18	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	18	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	10	70.00%	N*	-5.30%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	10	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	10	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	13	100.00%	Y	5.00%
		Math	95.00%	95.73%	13	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	13	30.77%	N	-69.23%
		Math	100.00%	14.23%	13	15.38%	N	-84.62%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	19	78.95%	Y	3.65%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	19	5.26%	N*	0.46%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	19	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	82	98.78%	Y	3.78%
		Math	95.00%	95.73%	82	98.78%	Y	3.78%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	81	12.35%	N	-87.65%
		Math	100.00%	14.23%	81	6.17%	N	-93.83%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	142	79.58%	Y	4.28%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	142	5.63%	N*	0.83%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	142	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	20	95.00%	N	-5.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	54	98.15%	Y	3.15%
		Math	95.00%	95.73%	54	98.15%	Y	3.15%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	53	5.66%	N	-94.34%
		Math	100.00%	14.23%	53	1.89%	N	-98.11%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	80	71.25%	N*	-4.05%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	80	5.00%	N*	0.20%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	80	7.50%	N	5.51%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	14	0.00%	N*	-27.70%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	14	42.86%	N*	14.46%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	22	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	28	96.43%	Y	1.43%
		Math	95.00%	95.73%	28	96.43%	Y	1.43%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	27	11.11%	N	-88.89%
		Math	100.00%	14.23%	27	18.52%	N	-81.48%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	28	78.57%	Y	3.27%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	28	3.57%	Y	-1.23%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	28	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	14	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	24	100.00%	Y	5.00%
		Math	95.00%	95.73%	24	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	24	20.83%	N	-79.17%
		Math	100.00%	14.23%	24	16.67%	N	-83.33%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	39	66.67%	N*	-8.63%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	39	15.38%	N*	10.58%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	39	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	17	100.00%	Y	5.00%
		Math	95.00%	95.73%	17	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	17	23.53%	N	-76.47%
		Math	100.00%	14.23%	17	23.53%	N	-76.47%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	26	80.77%	Y	5.47%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	26	3.85%	Y	-0.95%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	26	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	19	100.00%	Y	5.00%
		Math	95.00%	95.73%	19	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	19	5.26%	N	-94.74%
		Math	100.00%	14.23%	19	5.26%	N	-94.74%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	25	84.00%	Y	8.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	25	4.00%	Y	-0.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	25	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	39	100.00%	Y	5.00%
		Math	95.00%	95.73%	39	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	39	15.38%	N	-84.62%
		Math	100.00%	14.23%	39	12.82%	N	-87.18%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	73	78.08%	Y	2.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	73	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	73	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	13	92.31%	Y	64.61%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	13	0.00%	Y	-28.40%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	18	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	N/A	N/A	N/A	N/A
		Math	95.00%	95.73%	N/A	N/A	N/A	N/A
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	N/A	N/A	N/A	N/A
		Math	100.00%	14.23%	N/A	N/A	N/A	N/A
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	13	100.00%	Y	5.00%
		Math	95.00%	95.73%	13	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	13	38.46%	N	-61.54%
		Math	100.00%	14.23%	13	23.08%	N	-76.92%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	18	94.44%	Y	19.14%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	18	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	18	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	11	81.82%	Y	6.52%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	11	9.09%	N*	4.29%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	11	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	39	94.87%	N*	-0.13%
		Math	95.00%	95.73%	39	94.87%	N*	-0.13%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	37	16.22%	N	-83.78%
		Math	100.00%	14.23%	37	16.22%	N	-83.78%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	62	72.58%	N*	-2.72%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	62	3.23%	Y	-1.57%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	62	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	20	100.00%	Y	5.00%
		Math	95.00%	95.73%	20	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	20	30.00%	N	-70.00%
		Math	100.00%	14.23%	20	30.00%	N	-70.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	36	86.11%	Y	10.81%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	36	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	36	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	26	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	33	100.00%	Y	5.00%
		Math	95.00%	95.73%	33	96.97%	Y	1.97%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	33	6.06%	N	-93.94%
		Math	100.00%	14.23%	32	9.38%	N	-90.63%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	59	69.49%	N*	-5.81%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	59	5.08%	N*	0.28%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	59	3.39%	N*	1.40%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	30	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	19	73.68%	N*	-15.32%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	19	10.53%	Y	-8.22%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	158	95.57%	Y	0.57%
		Math	95.00%	95.73%	158	95.57%	Y	0.57%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	151	23.84%	N	-76.16%
		Math	100.00%	14.23%	151	17.22%	N	-82.78%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	274	58.03%	N	-17.27%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	274	4.38%	Y	-0.42%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	274	1.46%	Y	-0.53%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	46	28.26%	Y	0.56%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	46	13.04%	Y	-15.36%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	10	80.00%	N*	-4.00%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	12	75.00%	Y	11.50%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	12	50.00%	N*	-5.50%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	12	83.33%	Y	10.83%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	10	70.00%	N*	-1.20%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	71	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	11	9.09%	N	-66.21%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	11	18.18%	N*	13.38%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	11	36.36%	N	34.37%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	26	96.15%	Y	1.15%
		Math	95.00%	95.73%	26	96.15%	Y	1.15%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	25	16.00%	N	-84.00%
		Math	100.00%	14.23%	25	4.00%	N	-96.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	40	87.50%	Y	12.20%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	40	7.50%	N*	2.70%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	40	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	13	7.69%	N*	-20.01%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	13	30.77%	N*	2.37%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	11	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	15	100.00%	Y	5.00%
		Math	95.00%	95.73%	15	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	15	20.00%	N	-80.00%
		Math	100.00%	14.23%	15	40.00%	N	-60.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	22	72.73%	N*	-2.57%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	22	4.55%	Y	-0.25%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	22	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	28	100.00%	Y	5.00%
		Math	95.00%	95.73%	28	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	28	17.86%	N	-82.14%
		Math	100.00%	14.23%	28	10.71%	N	-89.29%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	46	91.30%	Y	16.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	46	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	46	2.17%	N*	0.18%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	12	66.67%	Y	38.97%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	12	8.33%	Y	-20.07%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	10	90.00%	Y	6.00%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	11	45.45%	N*	-18.05%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	11	90.91%	Y	6.41%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	11	9.09%	N	-46.41%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	10	70.00%	N*	-11.00%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	11	27.27%	N	-45.23%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	16	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	21	85.71%	N*	-9.29%
		Math	95.00%	95.73%	21	85.71%	N*	-9.29%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	18	5.56%	N	-94.44%
		Math	100.00%	14.23%	18	11.11%	N	-88.89%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	35	94.29%	Y	18.99%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	35	2.86%	Y	-1.94%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	35	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	23	100.00%	Y	5.00%
		Math	95.00%	95.73%	23	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	23	8.70%	N	-91.30%
		Math	100.00%	14.23%	23	8.70%	N	-91.30%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	29	48.28%	N	-27.02%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	29	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	29	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	10	100.00%	Y	5.00%
		Math	95.00%	95.73%	10	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	10	30.00%	N	-70.00%
		Math	100.00%	14.23%	10	40.00%	N	-60.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	19	100.00%	Y	24.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	19	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	19	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	18	100.00%	Y	5.00%
		Math	95.00%	95.73%	18	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	18	16.67%	N	-83.33%
		Math	100.00%	14.23%	18	22.22%	N	-77.78%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	29	65.52%	N*	-9.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	29	3.45%	Y	-1.35%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	29	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	14	21.43%	N	-67.57%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	14	57.14%	N	38.39%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	74	98.65%	Y	3.65%
		Math	95.00%	95.73%	74	98.65%	Y	3.65%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	73	6.85%	N	-93.15%
		Math	100.00%	14.23%	73	4.11%	N	-95.89%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	143	58.04%	N	-17.26%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	143	6.29%	N*	1.49%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	143	1.40%	Y	-0.59%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	29	3.45%	N	-24.25%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	29	31.03%	N*	2.63%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	14	71.43%	Y	7.93%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	14	85.71%	Y	1.21%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	14	57.14%	Y	1.64%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	14	78.57%	Y	6.07%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	11	72.73%	Y	1.53%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	34	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	14	100.00%	Y	5.00%
		Math	95.00%	95.73%	14	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	14	57.14%	N	-42.86%
		Math	100.00%	14.23%	14	35.71%	N	-64.29%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	23	78.26%	Y	2.96%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	23	4.35%	Y	-0.45%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	23	4.35%	N*	2.36%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	20	100.00%	Y	5.00%
		Math	95.00%	95.73%	20	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	20	55.00%	N	-45.00%
		Math	100.00%	14.23%	20	40.00%	N	-60.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	32	78.13%	Y	2.83%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	32	3.13%	Y	-1.68%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	32	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	14	71.43%	N*	-17.57%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	14	28.57%	N*	9.82%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	39	100.00%	Y	5.00%
		Math	95.00%	95.73%	39	97.44%	Y	2.44%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	39	7.69%	N	-92.31%
		Math	100.00%	14.23%	38	2.63%	N	-97.37%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	80	83.75%	Y	8.45%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	80	2.50%	Y	-2.30%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	80	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	19	0.00%	N	-27.70%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	19	47.37%	N*	18.97%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	24	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	32	100.00%	Y	5.00%
		Math	95.00%	95.73%	32	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	32	21.88%	N	-78.13%
		Math	100.00%	14.23%	32	6.25%	N	-93.75%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	45	75.56%	Y	0.26%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	45	2.22%	Y	-2.58%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	45	2.22%	N*	0.23%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	12	41.67%	Y	13.97%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	12	0.00%	Y	-28.40%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	12	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	16	100.00%	Y	5.00%
		Math	95.00%	95.73%	16	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	16	43.75%	N	-56.25%
		Math	100.00%	14.23%	16	31.25%	N	-68.75%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	23	56.52%	N*	-18.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	23	13.04%	N*	8.24%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	23	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	10	20.00%	N*	-7.70%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	10	0.00%	Y	-28.40%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	15	93.33%	N	-6.67%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	24	50.00%	N	-39.00%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	24	37.50%	N*	18.75%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	194	91.75%	N*	-3.25%
		Math	95.00%	95.73%	194	92.27%	N*	-2.73%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	178	13.48%	N	-86.52%
		Math	100.00%	14.23%	179	7.26%	N	-92.74%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	22	86.36%	Y	11.06%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	22	4.55%	Y	-0.25%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	22	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	59	94.92%	N	-5.08%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	11	100.00%	Y	5.00%
		Math	95.00%	95.73%	11	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	11	0.00%	N	-100.00%
		Math	100.00%	14.23%	11	18.18%	N	-81.82%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	18	61.11%	N*	-14.19%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	18	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	18	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	13	100.00%	Y	5.00%
		Math	95.00%	95.73%	13	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	13	7.69%	N	-92.31%
		Math	100.00%	14.23%	13	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	31	83.87%	Y	8.57%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	31	6.45%	N*	1.65%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	31	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	16	100.00%	Y	5.00%
		Math	95.00%	95.73%	16	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	16	18.75%	N	-81.25%
		Math	100.00%	14.23%	16	6.25%	N	-93.75%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	28	53.57%	N*	-21.73%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	28	21.43%	N	16.63%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	28	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	20	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	11	100.00%	Y	5.00%
		Math	95.00%	95.73%	11	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	11	27.27%	N	-72.73%
		Math	100.00%	14.23%	11	18.18%	N	-81.82%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	26	61.54%	N*	-13.76%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	26	3.85%	Y	-0.95%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	26	3.85%	N*	1.86%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	14	92.86%	Y	17.56%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	14	7.14%	N*	2.34%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	14	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	22	81.82%	N*	-13.18%
		Math	95.00%	95.73%	22	77.27%	N	-17.73%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	18	11.11%	N	-88.89%
		Math	100.00%	14.23%	17	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	41	85.37%	Y	10.07%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	41	2.44%	Y	-2.36%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	41	2.44%	N*	0.45%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	12	16.67%	N*	-11.03%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	12	41.67%	N*	13.27%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	15	46.67%	N	-42.33%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	15	33.33%	N*	14.58%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	35	82.86%	N	-12.14%
		Math	95.00%	95.73%	35	82.86%	N	-12.14%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	29	3.45%	N	-96.55%
		Math	100.00%	14.23%	29	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	17	52.94%	N*	-22.36%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	17	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	17	17.65%	N	15.66%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	12	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	10	100.00%	Y	5.00%
		Math	95.00%	95.73%	10	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	10	0.00%	N	-100.00%
		Math	100.00%	14.23%	10	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	18	100.00%	Y	24.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	18	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	18	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	34	100.00%	Y	5.00%
		Math	95.00%	95.73%	34	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	34	0.00%	N	-100.00%
		Math	100.00%	14.23%	34	5.88%	N	-94.12%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	N/A	N/A	N/A	N/A
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	N/A	N/A	N/A	N/A
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
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6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
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7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
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14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	26	69.23%	N	-19.77%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	26	19.23%	N*	0.48%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	283	96.82%	Y	1.82%
		Math	95.00%	95.73%	283	97.88%	Y	2.88%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	274	16.42%	N	-83.58%
		Math	100.00%	14.23%	277	12.64%	N	-87.36%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	481	69.23%	N	-6.07%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	481	4.78%	Y	-0.02%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	481	0.42%	Y	-1.57%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	104	74.04%	Y	46.34%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	104	0.96%	Y	-27.44%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	24	70.83%	N*	-13.17%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	36	58.33%	N*	-5.17%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	32	87.50%	Y	3.00%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	36	44.44%	N*	-11.06%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	19	68.42%	N*	-12.58%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	36	66.67%	N*	-5.83%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	33	75.76%	Y	4.56%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	192	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	24	100.00%	Y	0.00%
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	22	95.45%	Y	0.45%
		Math	95.00%	95.73%	22	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	21	19.05%	N	-80.95%
		Math	100.00%	14.23%	22	22.73%	N	-77.27%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	33	78.79%	Y	3.49%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	33	3.03%	Y	-1.77%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	33	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	18	88.89%	N*	-6.11%
		Math	95.00%	95.73%	18	88.89%	N*	-6.11%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	16	18.75%	N	-81.25%
		Math	100.00%	14.23%	16	6.25%	N	-93.75%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	22	59.09%	N*	-16.21%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	22	4.55%	Y	-0.25%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	22	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	18	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	25	100.00%	Y	5.00%
		Math	95.00%	95.73%	25	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	25	16.00%	N	-84.00%
		Math	100.00%	14.23%	25	8.00%	N	-92.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	44	70.45%	N*	-4.85%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	44	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	44	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	11	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	10	80.00%	Y	4.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	10	10.00%	N*	5.20%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	10	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	19	63.16%	N	-25.84%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	19	21.05%	N*	2.30%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	159	96.86%	Y	1.86%
		Math	95.00%	95.73%	159	96.86%	Y	1.86%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	154	21.43%	N	-78.57%
		Math	100.00%	14.23%	154	14.29%	N	-85.71%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	306	71.57%	N*	-3.73%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	306	5.23%	N*	0.43%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	306	3.59%	N*	1.60%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	62	6.45%	N	-21.25%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	62	19.35%	Y	-9.05%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	12	91.67%	Y	7.67%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	19	84.21%	Y	20.71%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	16	93.75%	Y	9.25%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	19	78.95%	Y	23.45%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	19	89.47%	Y	16.97%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	10	80.00%	Y	8.80%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	74	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	10	90.00%	N*	-5.00%
		Math	95.00%	95.73%	10	90.00%	N*	-5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	22	72.73%	N*	-2.57%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	22	4.55%	Y	-0.25%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	22	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	11	90.91%	Y	15.61%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	11	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	11	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	17	100.00%	Y	24.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	17	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	17	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	17	100.00%	Y	5.00%
		Math	95.00%	95.73%	17	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	17	52.94%	N	-47.06%
		Math	100.00%	14.23%	17	47.06%	N	-52.94%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	27	70.37%	N*	-4.93%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	27	3.70%	Y	-1.10%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	27	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	10	90.00%	N*	-5.00%
		Math	95.00%	95.73%	10	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	10	20.00%	N	-80.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	17	82.35%	Y	7.05%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	17	17.65%	N*	12.85%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	17	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	25	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	15	100.00%	Y	5.00%
		Math	95.00%	95.73%	15	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	15	6.67%	N	-93.33%
		Math	100.00%	14.23%	15	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	24	62.50%	N*	-12.80%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	24	20.83%	N	16.03%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	24	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	22	90.91%	N*	-4.09%
		Math	95.00%	95.73%	22	90.91%	N*	-4.09%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	20	10.00%	N	-90.00%
		Math	100.00%	14.23%	20	5.00%	N	-95.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	45	77.78%	Y	2.48%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	45	4.44%	Y	-0.36%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	45	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	11	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	37	97.30%	Y	2.30%
		Math	95.00%	95.73%	37	94.59%	N*	-0.41%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	36	16.67%	N	-83.33%
		Math	100.00%	14.23%	35	8.57%	N	-91.43%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	49	63.27%	N*	-12.03%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	49	4.08%	Y	-0.72%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	49	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	19	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	11	36.36%	N	-52.64%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	11	9.09%	Y	-9.66%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	97	93.81%	N*	-1.19%
		Math	95.00%	95.73%	97	93.81%	N*	-1.19%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	91	15.38%	N	-84.62%
		Math	100.00%	14.23%	91	10.99%	N	-89.01%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	159	58.49%	N	-16.81%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	159	15.09%	N	10.29%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	159	1.89%	Y	-0.10%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	48	22.92%	N*	-4.78%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	48	56.25%	N	27.85%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	15	93.33%	Y	9.33%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	16	75.00%	Y	11.50%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	16	100.00%	Y	15.50%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	16	43.75%	N*	-11.75%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	15	100.00%	Y	19.00%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	16	75.00%	Y	2.50%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	40	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	19	89.47%	N*	-5.53%
		Math	95.00%	95.73%	19	94.74%	N*	-0.26%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	17	29.41%	N	-70.59%
		Math	100.00%	14.23%	18	16.67%	N	-83.33%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	38	71.05%	N*	-4.25%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	38	7.89%	N*	3.09%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	38	5.26%	N*	3.27%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	22	100.00%	Y	5.00%
		Math	95.00%	95.73%	22	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	22	4.55%	N	-95.45%
		Math	100.00%	14.23%	22	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	41	87.80%	Y	12.50%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	41	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	41	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	61	63.93%	N	-25.07%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	61	11.48%	Y	-7.27%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	511	94.91%	N*	-0.09%
		Math	95.00%	95.73%	511	95.30%	Y	0.30%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	485	20.41%	N	-79.59%
		Math	100.00%	14.23%	487	15.40%	N	-84.60%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	939	79.02%	Y	3.72%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	939	6.60%	N	1.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	939	2.45%	N*	0.46%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	186	7.53%	N	-20.17%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	186	50.00%	N	21.60%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	58	87.93%	Y	3.93%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	78	64.10%	Y	0.60%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	77	92.21%	Y	7.71%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	78	55.13%	N*	-0.37%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	56	91.07%	Y	10.07%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	78	69.23%	N*	-3.27%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	28	78.57%	Y	7.37%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	292	99.66%	N	-0.34%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	28	100.00%	Y	0.00%
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	22	100.00%	Y	0.00%
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	23	17.39%	N*	-13.10%
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	23	60.87%	Y	3.75%
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	23	86.96%	Y	5.38%

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	34	100.00%	Y	5.00%
		Math	95.00%	95.73%	34	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	34	26.47%	N	-73.53%
		Math	100.00%	14.23%	34	14.71%	N	-85.29%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	54	81.48%	Y	6.18%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	54	9.26%	N*	4.46%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	54	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	18	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	25	100.00%	Y	5.00%
		Math	95.00%	95.73%	25	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	25	16.00%	N	-84.00%
		Math	100.00%	14.23%	25	16.00%	N	-84.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	47	63.83%	N*	-11.47%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	47	2.13%	Y	-2.67%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	47	6.38%	N*	4.39%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	14	92.86%	Y	17.56%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	14	7.14%	N*	2.34%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	14	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	20	100.00%	Y	5.00%
		Math	95.00%	95.73%	20	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	20	10.00%	N	-90.00%
		Math	100.00%	14.23%	20	0.00%	N	-100.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	29	89.66%	Y	14.36%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	29	3.45%	Y	-1.35%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	29	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	20	100.00%	Y	5.00%
		Math	95.00%	95.73%	20	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	20	20.00%	N	-80.00%
		Math	100.00%	14.23%	20	15.00%	N	-85.00%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	39	97.44%	Y	22.14%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	39	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	39	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	29	96.55%	Y	1.55%
		Math	95.00%	95.73%	29	96.55%	Y	1.55%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	28	7.14%	N	-92.86%
		Math	100.00%	14.23%	28	3.57%	N	-96.43%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	46	86.96%	Y	11.66%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	46	4.35%	Y	-0.45%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	46	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	17	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	36	100.00%	Y	5.00%
		Math	95.00%	95.73%	36	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	36	47.22%	N	-52.78%
		Math	100.00%	14.23%	36	52.78%	N	-47.22%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	54	88.89%	Y	13.59%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	54	3.70%	Y	-1.10%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	54	1.85%	Y	-0.14%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	14	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	12	91.67%	N*	-3.33%
		Math	95.00%	95.73%	12	91.67%	N*	-3.33%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	11	27.27%	N	-72.73%
		Math	100.00%	14.23%	11	18.18%	N	-81.82%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	21	61.90%	N*	-13.40%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	21	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	21	4.76%	N*	2.77%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	39	94.87%	N*	-0.13%
		Math	95.00%	95.73%	39	94.87%	N*	-0.13%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	37	27.03%	N	-72.97%
		Math	100.00%	14.23%	37	18.92%	N	-81.08%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	55	76.36%	Y	1.06%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	55	3.64%	Y	-1.16%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	55	3.64%	N*	1.65%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	40	65.00%	N	-24.00%
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	40	22.50%	N*	3.75%
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	230	97.39%	Y	2.39%
		Math	95.00%	95.73%	230	95.65%	Y	0.65%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	224	10.71%	N	-89.29%
		Math	100.00%	14.23%	220	3.18%	N	-96.82%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	412	73.79%	N*	-1.51%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	412	6.07%	N*	1.27%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	412	0.24%	Y	-1.75%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	66	18.18%	N*	-9.52%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	66	30.30%	N*	1.90%
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	23	82.61%	N*	-1.39%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	27	48.15%	N*	-15.35%
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	25	80.00%	N*	-4.50%
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	27	44.44%	N*	-11.06%
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	18	83.33%	Y	2.33%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	27	66.67%	N*	-5.83%
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	14	57.14%	N*	-14.06%
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	76	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	10	60.00%	Y	29.51%
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	10	80.00%	Y	22.88%
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	10	90.00%	Y	8.42%

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	22	95.45%	Y	0.45%
		Math	95.00%	95.73%	22	95.45%	Y	0.45%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	21	4.76%	N	-95.24%
		Math	100.00%	14.23%	21	14.29%	N	-85.71%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	30	83.33%	Y	8.03%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	30	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	30	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	12	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	25	96.00%	Y	1.00%
		Math	95.00%	95.73%	25	92.00%	N*	-3.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	24	16.67%	N	-83.33%
		Math	100.00%	14.23%	23	8.70%	N	-91.30%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	27	81.48%	Y	6.18%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	27	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	27	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	N/A	N/A	N/A	N/A
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	X	X	X	X
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	N/A	N/A	N/A	N/A
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	N/A	N/A	N/A	N/A
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	44	95.45%	Y	0.45%
		Math	95.00%	95.73%	44	97.73%	Y	2.73%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	42	4.76%	N	-95.24%
		Math	100.00%	14.23%	43	4.65%	N	-95.35%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	46	89.13%	Y	13.83%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	46	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	46	0.00%	Y	-1.99%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	22	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	N/A	N/A	N/A	N/A
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	N/A	N/A	N/A	N/A

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

* An N* means that the District Rate is lower than the Target Rate (or higher for Indicators 2, 5B, and 5C) but not significantly lower than the Target Rate. Significance is a function of the difference between the Target and District rate and the number of students. A statistical significance test based on the binomial distribution is used. For example, if a District has a graduation rate of 75% based on 16 students, the 75% rate is not significantly lower than the 89% target. Another District might have a graduation rate of 75% based on 80 students; in this case, the 75% is significantly lower than the 89% target.

^Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	36	100.00%	Y	5.00%
		Math	95.00%	95.73%	36	100.00%	Y	5.00%
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	36	22.22%	N	-77.78%
		Math	100.00%	14.23%	36	16.67%	N	-83.33%
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	54	79.63%	Y	4.33%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	54	0.00%	Y	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	54	1.85%	Y	-0.14%

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	<i>Percent of children with IEPs aged 3 through 5 attending:</i>						
6A	Regular Classroom	Regular childhood program and receiving the majority of special education and related services in the regular early childhood program.	27.70%	24.65%	X	X	X	X
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	X	X	X	X
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	X	X	X	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	X	X	X	X
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	X	X	X	X
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	X	X	X	X
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	X	X	X	X
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	X	X	X	X
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
10	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00%		No	Y	

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
11	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	12	100.00%	Y	0.00%
12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	X	X	X	X
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
14	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.						
14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	X	X	X	X
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	X	X	X	X
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary education/training or employed in any other type of employment plus Measurement B.	81.58%	83.14%	X	X	X	X

X - The district rate is based on between 1-9 students so the rate or target status cannot be printed.

N/A - The district did not have data available for the indicator.

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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	X	X
3	Statewide Assessment	<i>Participation and proficiency of children with disabilities on statewide assessments:</i>						
3B	Participation Rate	<i>Participation rate for children with IEPs:</i>						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	X	X	X
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i>						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension / Expulsion Rate^	<i>Rates of suspension and expulsion:</i>						
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	X	X	X	X
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	X	X	X	X
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	X	X	X	X

Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
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6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	<i>Percent of preschool children with IEPs</i>						
7A	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.00%	85.76%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	84.50%	87.29%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.	81.00%	85.07%	N/A	N/A	N/A	N/A
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	N/A	N/A	N/A	N/A
8	Parent Involvement	Percent of parents w/a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	71.20%	67.50%	N/A	N/A	N/A	N/A
9	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00%		No	Y	
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Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
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12	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	99.72%	N/A	N/A	N/A	N/A
13	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	98.85%	X	X	X	X
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14A	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.	30.49%	29.07%	N/A	N/A	N/A	N/A
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	N/A	N/A	N/A	N/A
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