Indic.	Indicator	Measurement	2016-17 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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	21 21	95.24% 95.24%	Y Y	0.24% 0.24%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	20 20	20.00% 15.00%	N N	-80.00% -85.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		13.0070		55.66%
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	32	78.13%	Υ	2.83%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	32	3.13%	Υ	-1.68%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	32	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
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%	х	Х	Х	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%	Х	Х	Х	×
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	Х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	Х	х

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%	Υ	-11.06%
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	94 94	97.87% 97.87%	Y	2.87% 2.87%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	92 92	21.74% 19.57%	N N	-78.26% -80.43%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0075	2112070	32	20.077		507.1575
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Υ	-13.02%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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		ruiget	Jule Hate	Stadents	District nate	ranger.	iviiius raiget
11	days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	Х	х	Х	Х
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%	Х	Х	х	х
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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	Х	Х

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%	Х	Х	Х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	17 17	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	17 17	11.76% 23.53%	N N	-88.24% -76.47%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	1,	23.3370		70.1770
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	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	Percent of children with IEPs aged 6 through 21 served:						
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	•	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	22	0.00%	Υ	-1.99%

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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
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

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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
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%	Х	х	х	х
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	х	Х	Х
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%	Х	Х	Х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.23/0	A	, and the second		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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
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%

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	X	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	X	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	х	Х	Х	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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	Х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	85.0070	07.8870	Α	Λ	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	30	96.67%	Υ	1.67%
		Math	95.00%	95.73%	30	96.67%	Υ	1.67%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	29	0.00%	N	-100.00%
		Math	100.00%	14.23%	29	0.00%	N	-100.00%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.00%		INO		
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	43	95.35%	Υ	20.05%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	43	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	43	0.00%	Υ	-1.99%

Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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%	х	х	Х	Х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	N/A	N/A	N/A	N/A
1		regular diploma	03.0070	07.0070	NyA	N/A	N/A	IN/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	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	Χ	Χ	X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	Х	Χ	Х	X
		Math	100.00%	14.23%	Х	Χ	X	X
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	NO	0.0070		INO	,	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
	D 1 61							
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	16	93.75%	Υ	18.45%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	16	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	16	0.00%	Υ	-1.99%

lucalita.					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	х	х	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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		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	Υ	
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	Υ	

la dia			2046.47	2016 17	2016-17	2046.47	Did District	2016 17 Data
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	2016-17 District Rate	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%	Х	х	Х	Х
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%	Х	х	Х	Х
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%	х	х	X	Х
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.

					2016-17	2016-17	Did District	
Indic. #	to diamen		2016-17	2016-17	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	10 10	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	10 10	0.00% 0.00%	N N	-100.00% -100.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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%	х	х	Х	х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	35 35	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	35 35	8.57% 5.71%	N N	-91.43% -94.29%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	52	78.85%	Υ	3.55%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	52	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	52	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	х

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.

			2212.17		2016-17	2016-17	Did District	
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	X	X	X	X
1	Drop Out Rate^	regular diploma Percent of youth with IEPs dropping out of high school		47.050/				
2	·		18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.00%	14.25%	^	^	^	^
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-1.99%

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
8		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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	х	х	Х	х
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.

North Dakota Special Education Performance Information District Report Card for 2016-17

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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		Participation and proficiency of children with disabilities on statewide assessments:						
3B		Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:			,	,	,	,
4A	Expulsion Rate,	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		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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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	•	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	N/A	N/A	N/A	N/A

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				1	2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool	Percent of children with IEPs aged 3 through 5 attending:	raiget	State Nate	Students	Nate	raiget:	Willius Target
В	Students	Percent of Children with IEPS aged 3 through 5 attending:						
6A	Regular Classroom	Regular childhood program and receiving the majority of special						
0A	Regulai Classioolii	education and related services in the regular early childhood	27.70%	24.65%	N/A	N/A	N/A	N/A
		program.	27.7070	24.03/6	IN/A	IN/A	IN/A	IN/A
6B	Separate Classroom							
OD	Separate classicom	facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
7A	Social-emotional	Of those children who entered the program below age						
,,,	skills	expectations, the percent that substantially increased their rate	84.00%	85.76%	N/A	N/A	N/A	N/A
		of growth by the time exited.			,	,	,	,
		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 those children who entered the program below age						
,,,	of Knowledge and	expectations, the percent that substantially increased their rate	84.50%	87.29%	N/A	N/A	N/A	N/A
	Skills	of growth by the time exited.	01.3070	07.2370	13,77	11,77	,/.	14/71
	GG							
		Percent of children who were functioning within age	55.50%	52.72%	N/A	N/A	N/A	N/A
7C	Use of appropriate	expectations in by the time exited. Of those children who entered the program below age						
/	behaviors	expectations, the percent that substantially increased their rate	81.00%	85.07%	N/A	N/A	N/A	N/A
	Deliaviors	of growth by the time exited.	81.00%	65.07%	IN/A	IN/A	IN/A	IN/A
		Percent of children who were functioning within age	72.50%	68.39%	N/A	N/A	N/A	N/A
		expectations in by the time exited.						
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	71.20%	67.50%	N/A	N/A	N/A	N/A
		disabilities						
9	Disprop. R/E	Did the district have disproportionate representation of racial						
9	טואויטף. גיי ב	and ethnic groups in special education that is the result of	No	0.00%		No	Υ	
		inappropriate identification?	140	0.0070		140		
10	Disprop. R/E,	Did the district have disproportionate representation of racial						
	Disability Category	and ethnic groups in specific disability categories that is the	No	0.00%		No	Υ	
	,	result of inappropriate identification?						

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Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	Minus Target
11		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	_	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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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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.2370	A			
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	х	х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	85.0070	07.8870	Α	^	X	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		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	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	23	21.74%	N	-78.26%
		Math	100.00%	14.23%	23	4.35%	N	-95.65%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO	,	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
	Demulas Classes	Legida the grouper place 200/ or groupe of the day						
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/	1.99%	1.64%	50	2.00%	N*	0.01%
		hospital placements	1.3370	1.0 170	30	2.0070		0.0170

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	х
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%	х	х	Х	х
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.

North Dakota Special Education Performance Information

District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	14 14	78.57% 78.57%	N* N*	-16.43% -16.43%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	11 11	18.18% 18.18%	N N	-81.82% -81.82%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-1.99%

Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112076	, and the second	,	, , , , , , , , , , , , , , , , , , ,	
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	11	90.91%	Υ	15.61%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	11	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	

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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
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%	Х	х	Х	х
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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	89.0076	07.8876	^	^	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	25	100.00%	Υ	5.00%
		Math	95.00%	95.73%	25	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	25	16.00%	N	-84.00%
		Math	100.00%	14.23%	25	8.00%	N	-92.00%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO		
_								
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	40	77.50%	Υ	2.20%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	40	2.50%	Υ	-2.30%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	40	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	X	х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	13	92.31%	Υ	17.01%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	13	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	13	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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	Υ	

Indic.			2016 17	2016 17	2016-17	2016 17	Did District	2016 17 Data
#	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	2016-17 District Rate	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%	Х	х	Х	Х
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%	Х	х	Х	Х
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%	х	х	X	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00%	17.95% 14.23%	X X	X X	X X	X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	X	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	х

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.

			2045 47	2046.47	2016-17	2016-17	Did District	2045 47.0
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	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%	Х	X	Х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	23 23	100.00% 100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	23	17.39% 4.35%	N N	-82.61% -95.65%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		113370		33.037
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	Percent of children with IEPs aged 6 through 21 served:						
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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	Υ	

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Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	Х	х	Х	Х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic. #		<u></u> .	2016-17	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	15	86.67%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	х	х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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%	Υ	-5.32%
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	834 834	93.41% 93.76%	N* N*	-1.59% -1.24%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	779 782	14.89% 11.13%	N N	-85.11% -88.87%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	1284	76.64%	Υ	1.34%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	1284	2.26%	Υ	-2.54%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	1284	1.56%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	230	44.35%	N	15.95%
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Υ	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%	Υ	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%	Υ	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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	х

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.

North Dakota Special Education Performance Information

District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.23/0	N/A	N/A	N/A	N/A
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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		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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	N/A	N/A	N/A	N/A
1		regular diploma	05.0070	07.0070	NyA	11/73	N/A	14/74
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	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	X	Х	X	X
		Math	95.00%	95.73%	Χ	Χ	X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	Х	Х	X	X
		Math	100.00%	14.23%	Х	Χ	X	X
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO		
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
,								
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	15	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	х	х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0070	2112075	7	, , , , , , , , , , , , , , , , , , ,		
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	Υ	
4B	Suspension / Expulsion Rate, By	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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	Х

Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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%	Х	Х	Х	Х
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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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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					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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
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3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	
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5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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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		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
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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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Indic.	Indicator	Measurement	2016-17 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%	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.

					2016-17	2016-17	Did District	
Indic. #	Indicator	Magazzanant	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
π		Measurement Percent of youth with IEPs graduating from high school with a	Target	State Nate	Students	Nate	raiget :	Ivillius raiget
1	Graduation Rate [^]	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
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.

In separate schools, residential facilities, or homebound/

hospital placements

North Dakota Special Education Performance Information

District Report Card for 2016-17

ndic. #	Indicator	Measurement	2016-17 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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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

1.99%

1.64%

N/A

N/A

N/A

5C

Separate Facilities

N/A

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool	Percent of children with IEPs aged 3 through 5 attending:						
	Students							
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	Percent of preschool children with IEPs						
7A	Social-emotional	Of those children who entered the program below age						
	skills	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	63.50%	61.89%	N/A	N/A	N/A	N/A
		expectations by the time exited.			,	•	,	,
7B	•	Of those children who entered the program below age				_		
	of Knowledge and	expectations, the percent that substantially increased their rate	84.50%	87.29%	N/A	N/A	N/A	N/A
	Skills	of growth by the time exited.						
		Percent of children who were functioning within age	55.50%	52.72%	N/A	N/A	N/A	N/A
		expectations in by the time exited.						
7C		Of those children who entered the program below age	04.000/	05.070/				21.42
	behaviors	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	71.20%	67.50%	N/A	N/A	N/A	N/A
		means of improving services and results for children with	71.2070	07.5070	IV/A	N/A	17/7	N/A
		disabilities						
9	Disprop. R/E	Did the district have disproportionate representation of racial		0.000/				
		and ethnic groups in special education that is the result of	No	0.00%		No	Υ	
10		inappropriate identification? Did the district have disproportionate representation of racial						
10	Disprop. R/E, Disability Category	and ethnic groups in specific disability categories that is the	No	0.00%		No	Υ	
	Disability Category	result of inappropriate identification?	110	0.0070		140		

Indic.	Indicator	Measurement	2016-17 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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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%	Υ	-2.84%
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	842 842	94.42% 94.18%	N* N*	-0.58% -0.82%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00%	17.95% 14.23%	795 793	21.01% 18.28%	N N	-78.99% -81.72%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	Υ	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.

					2016-17	2016-17	Did District	
Indic. #	loodi aaba o	Management	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Rate	Students	Rate	rarget :	willius rarget
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	50 50	96.00% 94.00%	Y N*	1.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	48 47	31.25% 31.91%	N N	-68.75% -68.09%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0078	14.2370	77	31.3170	1,4	-00.0370
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	63	85.71%	Υ	10.41%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	63	1.59%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	Х
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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	х

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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	10 10	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	10 10	10.00% 20.00%	N N	-90.00% -80.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
48	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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	19	100.00%	Υ	24.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	19	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	X	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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%	Υ	-6.05%
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	689 689	95.94% 96.08%	Y	0.94% 1.08%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	661 662	20.27% 16.47%	N N	-79.73% -83.53%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Υ	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%	Υ	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%	Υ	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%

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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.

					2016-17	2016-17	Did District	
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	10	90.00%	Υ	14.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	10	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	Х	х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	50 50	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	50 50	36.00% 26.00%	N N	-64.00% -74.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	30	20.0070		7 110070
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-3.64%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	86	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	х
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.

District Report Card for 2016-17

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	х	х
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%	Х	х	Х	Х
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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	33 33	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	33 33	27.27% 24.24%	N N	-72.73% -75.76%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	33	2 112 173		75.7670
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	36	77.78%	Υ	2.48%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	36	2.78%	Υ	-2.02%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	36	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	Х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
12	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%	Х	х	х	х
13		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%	х	х	Х	Х
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		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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic. #	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	23 23	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	23 23	34.78% 8.70%	N N	-65.22% -91.30%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		0.70%		31.50%
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-2.58%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	45	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	х	Х	×
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	Х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	Х	Х
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	

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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
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%	Х	х	Х	х
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	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic. #	to alternation		2016-17	2016-17	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	17 17	88.24% 88.24%	N* N*	-6.76% -6.76%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	15 15	13.33% 26.67%	N N	-86.67% -73.33%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	29	86.21%	Υ	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%	Υ	-1.99%

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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
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	х	Х
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%	Х	Х	х	Х
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	Υ	

Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	Υ	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%	Х	х	Х	Х
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	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	89.0076	07.8876	^	^	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	х	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	38	100.00%	Υ	5.00%
		Math	95.00%	95.73%	38	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	38	7.89%	N	-92.11%
		Math	100.00%	14.23%	38	18.42%	N	-81.58%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.00%		INO		
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	48	77.08%	Υ	1.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	48	2.08%	Υ	-2.72%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	48	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	X	х	Х
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	Υ	
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Х	Х	х	х
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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	19 19	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	19 19	21.05% 5.26%	N N	-78.95% -94.74%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.23/0	13	3.20%		34.7470
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	Percent of children with IEPs aged 6 through 21 served:						
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%

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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
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

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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
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%	Х	х	Х	х
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%	Х	х	Х	х
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%	Х	х	Х	Х
14		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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	85.0070	07.8870	Α	Λ	٨	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	33	100.00%	Υ	5.00%
		Math	95.00%	95.73%	33	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	33	15.15%	N	-84.85%
		Math	100.00%	14.23%	33	18.18%	N	-81.82%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.00%		INO	,	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	39	94.87%	Υ	19.57%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	39	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	39	0.00%	Υ	-1.99%

Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	Υ	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%	Х	х	Х	Х
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	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	Х	х

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

North Dakota Special Education Performance Information

District Report Card for 2016-17

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.	to disease.		2016-17	2016-17	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	wiinus rarget
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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:					.,,	
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	х	Х	х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
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.			2016-17	2016-17	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?"	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112076		.,,,,	.,,,,	
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

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Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	Х	х	Х	Х
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%	Х	Х	Х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	23 23	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	23	8.70% 13.04%	N N	-91.30% -86.96%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-2.30%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	40	2.50%	N*	0.51%

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Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Υ	42.30%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	10	0.00%	Υ	-28.40%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

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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
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%	х	х	Х	х
12	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%	Х	х	Х	х
13		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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
14C		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%	х	х	Х	х

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

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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.

					2016-17	2016-17	Did District	
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	Turget		014401110	1.000	. u.get i	l minus ranger
1		regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	11	100.00%	Y	5.00%
		Math	95.00%	95.73%	11	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	11	36.36%	N	-63.64%
		Math	100.00%	14.23%	11	27.27%	N	-72.73%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with		0.000/			v	
	Ethnicity	disabilities for greater than 10 days in a school year?	No	0.00%		No	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	18	83.33%	Υ	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%	Υ	-1.99%

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					2016-17	2016-17	Did District	
Indic. #			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool	Percent of children with IEPs aged 3 through 5 attending:						
	Students							
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	Percent of preschool children with IEPs						
7A	Social-emotional	Of those children who entered the program below age						
	skills	expectations, the percent that substantially increased their rate	84.00%	85.76%	N/A	N/A	N/A	N/A
		of growth by the time exited.			·	•	,	·
		Percent of children who were functioning within age	C2 F00/	64.000/	N1 / A	N1 / A	N1 / A	21/2
		expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use	Of those children who entered the program below age						
	of Knowledge and	expectations, the percent that substantially increased their rate	84.50%	87.29%	N/A	N/A	N/A	N/A
	Skills	of growth by the time exited.						
		Percent of children who were functioning within age	55.50%	52.72%	N/A	N/A	N/A	N/A
		expectations in by the time exited.	33.3070	32.7.270	14/74	14//	14,71	14/71
7C	Use of appropriate	Of those children who entered the program below age						
	behaviors	expectations, the percent that substantially increased their rate	81.00%	85.07%	N/A	N/A	N/A	N/A
		of growth by the time exited.						
		Percent of children who were functioning within age	72.50%	68.39%	N/A	N/A	N/A	N/A
		expectations in by the time exited.			,	,	,	,
8	Parent Involvement	Percent of parents w/a child receiving special education services						
		who report that schools facilitated parent involvement as a	71.20%	67.50%	Х	Χ	x	Х
		means of improving services and results for children with disabilities						
9	Disprop. R/E	Did the district have disproportionate representation of racial						
]	Disprop. R/E	and ethnic groups in special education that is the result of	No	0.00%		No	Υ	
		inappropriate identification?	110	0.0070		140		
10	Disprop. R/E,	Did the district have disproportionate representation of racial						
	Disability Category	and ethnic groups in specific disability categories that is the	No	0.00%		No	Υ	
		result of inappropriate identification?						

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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
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%	Х	х	Х	Х
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%	Х	Х	х	х
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%	х	х	Х	Х
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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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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:				·		·
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	

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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
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00%	17.95% 14.23%	X X	X X	X X	X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	15	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	х
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	Υ	
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	Υ	

Indic.			2016 17	2016 17	2016-17	2016 17	Did District	2016 17 Data
#	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	2016-17 District Rate	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%	Х	х	Х	Х
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%	Х	х	Х	Х
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%	х	х	X	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic. #	to alternation		2016-17	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Rate	Students	Rate	rarget	willus rarget
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	Х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Χ	Х	Χ	X
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	12 12	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	12 12	25.00% 41.67%	N N	-75.00% -58.33%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0070	2112676		1210770		55.557
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	20	80.00%	Υ	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%	Υ	-1.99%

					2016-17	2016-17	Did District	
Indic. #			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool	Percent of children with IEPs aged 3 through 5 attending:						
	Students							
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	Percent of preschool children with IEPs						
7A	Social-emotional	Of those children who entered the program below age						
	skills	expectations, the percent that substantially increased their rate	84.00%	85.76%	N/A	N/A	N/A	N/A
		of growth by the time exited.			·	•	,	·
		Percent of children who were functioning within age	C2 F00/	64.000/	N1 / A	N1 / A	N1 / A	21/2
		expectations by the time exited.	63.50%	61.89%	N/A	N/A	N/A	N/A
7B	Acquisition and use	Of those children who entered the program below age						
	of Knowledge and	expectations, the percent that substantially increased their rate	84.50%	87.29%	N/A	N/A	N/A	N/A
	Skills	of growth by the time exited.						
		Percent of children who were functioning within age	55.50%	52.72%	N/A	N/A	N/A	N/A
		expectations in by the time exited.	33.3070	32.7.270	14/74	14//	14,71	14/71
7C	Use of appropriate	Of those children who entered the program below age						
	behaviors	expectations, the percent that substantially increased their rate	81.00%	85.07%	N/A	N/A	N/A	N/A
		of growth by the time exited.						
		Percent of children who were functioning within age	72.50%	68.39%	N/A	N/A	N/A	N/A
		expectations in by the time exited.			,	,	,	,
8	Parent Involvement	Percent of parents w/a child receiving special education services						
		who report that schools facilitated parent involvement as a	71.20%	67.50%	Х	Χ	x	Х
		means of improving services and results for children with disabilities						
9	Disprop. R/E	Did the district have disproportionate representation of racial						
]	Disprop. R/E	and ethnic groups in special education that is the result of	No	0.00%		No	Υ	
		inappropriate identification?	110	0.0070		140		
10	Disprop. R/E,	Did the district have disproportionate representation of racial						
	Disability Category	and ethnic groups in specific disability categories that is the	No	0.00%		No	Υ	
		result of inappropriate identification?						

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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
11	Evaluation in 60		ruiget	Jule Hate	Stadents	District nate	ranger.	iviiius raiget
11	days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	Х	х	Х	Х
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%	Х	Х	х	х
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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic. #	to diamen.		2016-17	2016-17	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	31 31	87.10% 90.32%	N* N*	-7.90% -4.68%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	27 28	22.22% 14.29%	N N	-77.78% -85.71%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	X	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	89.0076	07.8876	^	^	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Χ	Х	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		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	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	22	4.55%	N	-95.45%
		Math	100.00%	14.23%	22	4.55%	N	-95.45%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	140	0.0070		I NO	'	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/	1.99%	1.64%	50	2.00%	N*	0.01%
		hospital placements	1.3370	1.0 170	30	2.0070	.,	0.01/0

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	Х	х
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%	Х	X	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	х
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%	Х	Х	Х	х
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	Percent of children with parental consent to evaluate, who	141.844				148511	illing ranger
	days	were evaluated and eligibility determined within 60 days	100.00%	99.51%	Х	х	Х	Х
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%	Х	х	х	х
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%	х	х	Х	Х
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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

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Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	Х	х
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.

			2046 47	2045.47	2016-17	2016-17	Did District	2045 47 D .
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	624 624	93.43% 93.43%	N* N*	-1.57% -1.57%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	583 583	15.09% 14.75%	N N	-84.91% -85.25%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	988	83.50%	Υ	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%	Υ	-0.47%

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool	Percent of children with IEPs aged 3 through 5 attending:						
C A	Students	Donular shildhaad guarana and gaasi ina tha gaaigite af agasid						
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	Percent of preschool children with IEPs						
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%	Υ	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%	Υ	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%	Υ	11.59%
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	64	85.94%	Υ	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	Υ	

Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	Υ	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%	Υ	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%	Υ	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.

^{*} 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%	Х	х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	24 24	95.83% 95.83%	Y	0.83% 0.83%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	23 23	17.39% 21.74%	N N	-82.61% -78.26%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0075	2112070				7 012070
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	Percent of children with IEPs aged 6 through 21 served:						
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%

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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
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

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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
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%	х	х	Х	Х
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%	х	х	Х	Х
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%	Х	Х	Х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	26 26	100.00% 100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	26 26	19.23% 3.85%	N N	-80.77% -96.15%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0078	14.23/0	20	3.0370	14	30.1370
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	33	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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	Percent of children with parental consent to evaluate, who	14.844				148511	illing ranger
	days	were evaluated and eligibility determined within 60 days	100.00%	99.51%	Х	х	Х	Х
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%	Х	х	х	х
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%	х	х	Х	Х
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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	22 22	100.00% 100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	22 22	36.36% 59.09%	N N	-63.64% -40.91%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	26	84.62%	Υ	9.32%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	26	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	26	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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	Υ	
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	Υ	

Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	15 15	93.33% 93.33%	N* N*	-1.67% -1.67%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	14 14	14.29% 0.00%	N N	-85.71% -100.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112676		0.00%		200.007
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	24	83.33%	Υ	8.03%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	24	4.17%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	X	х	Х
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	Υ	
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	Υ	

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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
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%	Х	х	Х	Х
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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	17 17	76.47% 76.47%	N N	-18.53% -18.53%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	13 13	23.08% 23.08%	N N	-76.92% -76.92%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	13	23.0070		70.5270
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	X X X X 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%	Х	X	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	15 15	93.33% 93.33%	N* N*	-1.67% -1.67%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	14 14	28.57% 42.86%	N N	-71.43% -57.14%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		1210070		37.1170
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
6A	Students 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%	Х	Х	Х	х
6B	·	facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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	Υ	
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	Υ	

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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
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%	Х	Х	х	х
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%	х	х	Х	Х
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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	12	0.00%	Υ	-28.40%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	х	Х	Х	х
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%	Х	Х	Х	х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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.

North Dakota Special Education Performance Information District Report Card for 2016-17

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	X	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	10 10	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	10 10	30.00% 30.00%	N N	-70.00% -70.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
4B		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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	23	91.30%	Υ	16.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	23	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	х
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	Υ	

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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
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%	Х	х	Х	Х
12	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		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%	Х	х	Х	Х
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		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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00%	17.95% 14.23%	X X	X	X X	X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	х	х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	05.0070	07.0070	Α	^	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	21	100.00%	Υ	5.00%
		Math	95.00%	95.73%	21	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	21	23.81%	N	-76.19%
		Math	100.00%	14.23%	21	0.00%	N	-100.00%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO	'	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	10	0.00%	Υ	-28.40%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	Х	х
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	Υ	
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	Υ	

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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
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%	Х	х	Х	х
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%	Х	х	Х	Х
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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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.

					2016-17	2016-17	Did District	
Indic. #	to diamen.		2016-17	2016-17	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	26 26	100.00% 88.46%	Y N*	5.00% -6.54%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	26 23	3.85% 4.35%	N N	-96.15% -95.65%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	40	82.50%	Υ	7.20%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	40	0.00%	Υ	-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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
9		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	Υ	

Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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.

District Report Card for 2016-17

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	14 14	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	14 14	7.14% 7.14%	N N	-92.86% -92.86%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

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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
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%	Х	Х	х	х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic. #	to alternation		2016-17	2016-17	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Rate	Students	касе	rarget r	winus rarget
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	Х	Χ	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	20 20	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	20	10.00% 5.00%	N N	-90.00% -95.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	45	75.56%	Υ	0.26%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	45	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	х	Х
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%	Х	Х	х	Х
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	Υ	

			2046.47	2046.47	2016-17	2046.47	Did District	2045 47 D .
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	2016-17 District Rate	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%	Х	Х	Х	Х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	N/A	N/A	N/A	N/A
1		regular diploma	03.0070	07.0070	1477	14//	14/71	14/74
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	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		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	Proficiency rate for children with IEPs:						
		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 /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.00%		INO	,	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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.

District Report Card for 2016-17

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.

					2016-17	2016-17	Did District	
Indic. #	to diamen		2016-17	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	14 14	78.57% 78.57%	N* N*	-16.43% -16.43%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	11 11	18.18% 9.09%	N N	-81.82% -90.91%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	16	93.75%	Υ	18.45%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	16	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	16	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B		facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	Х
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	Υ	
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	Υ	

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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
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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	Х	Χ	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	21	76.19%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	х	Х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
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%	Х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	х

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.

			2212.17		2016-17	2016-17	Did District	
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	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%	Х	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	24 24	95.83% 95.83%	Y	0.83% 0.83%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	23	34.78% 26.09%	N N	-65.22% -73.91%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.2370	23	20.0370		73.3170
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	36	0.00%	Υ	-1.99%

23008 Public

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	Х

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%	Х	х	х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	14 14	85.71% 85.71%	N* N*	-9.29% -9.29%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	12 12	25.00% 16.67%	N N	-75.00% -83.33%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	30	86.67%	Υ	11.37%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	30	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

24002 Public

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
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%	х	х	Х	х
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%	х	х	Х	х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	N/A	N/A	N/A	N/A
1		regular diploma	03.0070	07.0070	1477	14//	14/7	14/71
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	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	Х	X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	Х	Х	X	X
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.00%		INO	,	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

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Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	Minus Target
11		Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.51%	Х	х	Х	х
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	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	85.0070	07.8870	Α	Λ	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	22	95.45%	Υ	0.45%
		Math	95.00%	95.73%	22	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	21	23.81%	N	-76.19%
		Math	100.00%	14.23%	22	13.64%	N	-86.36%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO		
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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%	Υ	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%	х	х	Х	Х
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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	Х	х

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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.2370	A			
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	13	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	х	Х	х	Х
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%	х	X	х	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%	Х	Х	х	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%	Х	X	х	х
9		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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
12	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%	Х	х	Х	х
13		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		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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	85.0070	07.8870	Λ	Λ	X	٨
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	X	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	Х	Χ	X	X
		Math	95.00%	95.73%	Χ	Χ	X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	Х	X	X	X
		Math	100.00%	14.23%	Χ	Χ	X	X
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.00%		INO	'	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	13	76.92%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	31 31	96.77% 96.77%	Y	1.77% 1.77%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00%	17.95% 14.23%	30 30	6.67% 13.33%	N N	-93.33% -86.67%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	42	90.48%	Υ	15.18%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	42	4.76%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	12	0.00%	Υ	-28.40%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Public

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Zeeland 4

26004 Public

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	10 10	100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	10 10	0.00% 10.00%	N N	-100.00% -90.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	Х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
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%	Х	Х	Х	х
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%	Х	Х	Х	×
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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.

			2212.17		2016-17	2016-17	Did District	
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	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%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	13 13	92.31% 100.00%	N* Y	- 2.69 % 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	12 13	50.00% 23.08%	N N	-50.00% -76.92%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	15	23.0070		7 0.327
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	X	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	х
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	х	Х	Х
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	109 109	94.50% 94.50%	N* N*	-0.50% -0.50%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	103 103	15.53% 7.77%	N N	-84.47% -92.23%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	
48	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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-2.00%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	143	0.70%	Y	-1.29%

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool	Percent of children with IEPs aged 3 through 5 attending:						
	Students							
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%	Υ	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	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	Х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	х
14		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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	х
1		regular diploma	85.0070	07.8870	χ	Λ	Λ	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	Χ	X	X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	X	X	X	X
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	V	
	Ethnicity	disabilities for greater than 10 days in a school year?	No	0.00%		No	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	13	92.31%	Υ	17.01%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	13	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	13	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

			2046.47	2046.47	2016-17	2046.47	Did District	2045 47 D .
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	2016-17 District Rate	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%	Х	Х	Х	Х
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%	х	х	X	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	13 13	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	13 13	46.15% 23.08%	N N	-53.85% -76.92%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	х	X	х	x
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	

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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
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%	х	х	Х	х
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.

			2212.17		2016-17	2016-17	Did District	
Indic. #	la dianta a	M	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Nate	Students	Nate	raiget :	Willius 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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	1477	14/74	14/1	1977
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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

Ī	<u> </u>				2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
6A		Regular childhood program and receiving the majority of special education and related services in the regular early childhood	27.70%	24.65%	N/A	N/A	N/A	N/A
6В	Separate Classroom	program. Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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.

North Dakota Special Education Performance Information District Report Card for 2016-17

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:				·		·
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

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Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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		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	

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				224.5.45	2016-17	2242.47	Did District	
Indic. #	Indicator	Measurement	2016-17	2016-17 State Rate	District Students	2016-17 District Rate	Meet the Target ?*	2016-17 Rate Minus Target
			Target	State Rate	Students	DISTRICT Rate	rarget r	willius rarget
11	Evaluation in 60	Percent of children with parental consent to evaluate, who						
	days	were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part	Percent of children referred by Part C prior to age 3, who are						
	C to Part B	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	Percent of youth aged 16 and above with an IEP that includes						
	on IEP by age 16	coordinated, measurable, annual IEP goals and transition	100.00%	00.050/	N1 / A	N1 / A	N1 / A	N1 / A
		services that will reasonably enable the student to meet the	100.00%	98.85%	N/A	N/A	N/A	N/A
		postsecondary goals						
14	Post-secondary	Percent of youth who are no longer in secondary school, had						
	Outcomes	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	30.49%	29.07%	N/A	N/A	N/A	N/A
		of leaving high school.		23.0770	, , .	,,.		14/73
14B	Measurement B	Percent of youth competitively employed within one year of	57.12%	58.72%	N/A	N/A	N/A	N/A
		leaving high school plus Measurement A.	37.12/0	30.72/0	IN/A	IV/A	IN/A	19/74
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary						
		education/training or employed in any other type of	81.58%	83.14%	N/A	N/A	N/A	N/A
		employment plus Measurement B.						

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

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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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	х	X	Х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
4B		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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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	•	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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	Х	х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	21 21	100.00% 95.24%	Y	5.00% 0.24%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	21 20	19.05% 15.00%	N N	-80.95% -85.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	26	76.92%	Υ	1.62%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	26	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	10 10	90.00% 90.00%	N* N*	-5.00% -5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2 112075	, , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , ,		
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	16	93.75%	Υ	18.45%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	16	0.00%	Υ	-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.					2016-17	2016-17	Did District	
#	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:	Turget	State Nate	Students	nate	ruiget	willias raiget
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 special education class, separate school, or residential facility.	28.40%	32.85%	11	18.18%	Υ	-10.22%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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%	Х	Х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	22 22	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	22 22	9.09% 4.55%	N N	-90.91% -95.45%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	37	83.78%	Υ	8.48%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	37	2.70%	Υ	-2.10%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	37	2.70%	N*	0.71%

28008 Public

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

28008 Public

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	19	84.21%	Υ	8.91%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	19	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	X	х
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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	Х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	89.0076	07.8876	^	^	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	X	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		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	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	31	12.90%	N	-87.10%
		Math	100.00%	14.23%	31	16.13%	N	-83.87%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO		
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
,	LILE TOT StudeTits							
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	54	85.19%	Υ	9.89%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	54	1.85%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	х	х	Х	Х
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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	х

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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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	16 16	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	16 16	6.25% 12.50%	N N	-93.75% -87.50%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	21	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

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Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	Υ	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%	Х	х	Х	Х
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	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Ī	<u> </u>				2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
6A		Regular childhood program and receiving the majority of special education and related services in the regular early childhood	27.70%	24.65%	N/A	N/A	N/A	N/A
6В	Separate Classroom	program. Separate special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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		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.

					2016-17	2016-17	Did District	
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
1		Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	X	Х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3		Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	32 32	96.88% 96.88%	Y	1.88% 1.88%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	31 31	19.35% 9.68%	N N	-80.65% -90.32%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	20010073	2112076	92	3.00%		30.027
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		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	Percent of children with IEPs aged 6 through 21 served:						
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	· •	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	51	1.96%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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	·	facility.	28.40%	32.85%	10	50.00%	N*	21.60%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

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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
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%	Х	х	Х	Х
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%	х	х	Х	Х
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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	Х

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.

			2212.17		2016-17	2016-17	Did District	
Indic. #		<u></u> .	2016-17	2016-17	District Students	District	Meet the	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	iviinus rarget
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Χ	Х	X	X
3		Participation and proficiency of children with disabilities on statewide assessments:						
3B		Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	33 33	96.97% 96.97%	Y	1.97% 1.97%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	32 32	18.75% 6.25%	N N	-81.25% -93.75%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
4A	Expulsion Rate,	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		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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	58	91.38%	Υ	16.08%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	58	0.00%	Υ	-4.80%
5C	•	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	58	1.72%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	15	40.00%	N*	11.60%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	Х	х
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	Υ	
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	х
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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	259 259	94.98% 95.75%	N* Y	-0.02% 0.75%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	246 248	17.48% 14.11%	N N	-82.52% -85.89%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	448	79.69%	Υ	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%

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					2016-17	2016-17	Did District	
Indic. #			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool	Percent of children with IEPs aged 3 through 5 attending:						
	Students							
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	Percent of preschool children with IEPs						
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%	Υ	9.75%
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	38	71.05%	Υ	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%	Υ	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%	Υ	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	Υ	

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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
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%	Υ	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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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	Percent of children with parental consent to evaluate, who	ruiget	State nate	Students	District nate	Tuiget .	willias ranger
	days	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.

North Dakota Special Education Performance Information

District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	Х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	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	Percent of children with IEPs aged 6 through 21 served:						
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	•	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	13	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
14		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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	Х

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.

North Dakota Special Education Performance Information District Report Card for 2016-17

Indic.			2016-17	2016-17	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?"	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112076		.,,,,		
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	Percent of children with IEPs aged 6 through 21 served:						
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

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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
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

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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
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%	Х	х	Х	х
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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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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	13 13	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	13 13	23.08% 15.38%	N N	-76.92% -84.62%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	13	13.307		0110270
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	18	100.00%	Υ	24.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	18	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	18	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	Х	х
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%	х	Х	Х	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%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	Х

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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%	Х	Х	х	х
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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%	Υ	-1.99%

District Report Card for 2016-17

Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
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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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	х	Х	Х	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%	Х	Х	Х	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	Υ	
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	Υ	

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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
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%	Х	х	Х	х
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%	Х	х	Х	Х
14		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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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.

					2016-17	2016-17	Did District	
Indic. #	to diamen.		2016-17	2016-17	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	82 82	98.78% 98.78%	Y	3.78% 3.78%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	81 81	12.35% 6.17%	N N	-87.65% -93.83%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	142	79.58%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	х
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	Υ	
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	X	х

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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	54 54	98.15% 98.15%	Y Y	3.15% 3.15%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	53 53	5.66% 1.89%	N N	-94.34% -98.11%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	33	1.0370		36.117.0
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	Percent of children with IEPs aged 6 through 21 served:						
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	14	42.86%	N*	14.46%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Υ	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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	X	Х

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.

					2016-17	2016-17	Did District	
Indic. #			2016-17	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	28 28	96.43% 96.43%	Y	1.43% 1.43%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	27 27	11.11% 18.52%	N N	-88.89% -81.48%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	28	78.57%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	X	х	Х
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	Υ	
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	24 24	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	24 24	20.83% 16.67%	N N	-79.17% -83.33%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		10.0770		55.55%
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	Х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	17 17	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	17 17	23.53% 23.53%	N N	-76.47% -76.47%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	26	80.77%	Υ	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%	Υ	-1.99%

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	х	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

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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
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%	Х	х	Х	Х
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%	Х	х	Х	Х
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%	х	х	Х	Х
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%	Х	Х	х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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.

North Dakota Special Education Performance Information District Report Card for 2016-17

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	19 19	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	19 19	5.26% 5.26%	N N	-94.74% -94.74%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	25	84.00%	Υ	8.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	25	4.00%	Υ	-0.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	25	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
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%	х	х	х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	39 39	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	39 39	15.38% 12.82%	N N	-84.62% -87.18%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.2370	33	12.0276		67.1670
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	73	78.08%	Υ	2.78%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	73	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	73	0.00%	Υ	-1.99%

					2016-17	2016-17	Did District	
Indic. #			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
6A	Regular Classroom	Regular childhood program and receiving the majority of special						
OA	Regular Classiooni	education and related services in the regular early childhood program.	27.70%	24.65%	13	92.31%	Υ	64.61%
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	13	0.00%	Υ	-28.40%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	Х	Х
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%	Υ	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%	Х	х	Х	х
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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	х

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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	N/A N/A	N/A N/A	N/A N/A	N/A N/A
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112075			,	
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	85.0070	07.8870	Α	٨	٨	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	13	100.00%	Υ	5.00%
		Math	95.00%	95.73%	13	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	13	38.46%	N	-61.54%
		Math	100.00%	14.23%	13	23.08%	N	-76.92%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate [^]							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO		
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5								
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	18	94.44%	Υ	19.14%
5B	•	Inside the regular class less than 40% of the day	4.80%	5.66%	18	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	18	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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%	Х	Х	Х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112676	, , , , , , , , , , , , , , , , , , ,			
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	Υ	
4B	Suspension / Expulsion Rate, By	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	Percent of children with IEPs aged 6 through 21 served:						
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	•	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	11	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	Х	х

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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	39 39	94.87% 94.87%	N* N*	-0.13% -0.13%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	37 37	16.22% 16.22%	N N	-83.78% -83.78%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	3,	10.22/0		55.7.675
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-1.57%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	62	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

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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
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%	Х	х	Х	Х
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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	Х

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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	20 20	100.00% 100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	20 20	30.00% 30.00%	N N	-70.00% -70.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		30.0070		7 0.00%
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	36	86.11%	Υ	10.81%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	36	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	36	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

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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
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%	Υ	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	х	Х	х
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112076	7			
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic. #	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Wolford 1

Indic. #	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	89.00%	07.8876	Χ	^	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	x
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	33	100.00%	Υ	5.00%
		Math	95.00%	95.73%	33	96.97%	Υ	1.97%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	33	6.06%	N	-93.94%
		Math	100.00%	14.23%	32	9.38%	N	-90.63%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO	•	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	59	69.49%	N*	-5.81%
5B	•	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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	Х
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%	х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	Х	х

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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%	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%	Υ	-8.22%
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	158 158	95.57% 95.57%	Y	0.57% 0.57%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	151 151	23.84% 17.22%	N N	-76.16% -82.78%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0070	2112070		27.2273		52.7 670
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-0.42%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	274	1.46%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Υ	-15.36%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Υ	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%	Х	Х	х	Х
		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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	12	83.33%	Υ	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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	Х	х

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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%	Х	X	X	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		A		
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
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	Management	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
#		Measurement	Target	State Nate	Students	Nate	raiget :	willus raiget
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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		A		
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	х	х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic. #	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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.

					2016-17	2016-17	Did District	
Indic. #	to diamen.		2016-17	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Rate	Students	Rate	rarget r	wiinus rarget
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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

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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
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.

North Dakota Special Education Performance Information

District Report Card for 2016-17

Indic. #	Indicator	Measurement	2016-17 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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370				
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	х	Х	х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	Х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	Х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	х	х	Х	х
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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Page 1 of 3

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	26 26	96.15% 96.15%	Y	1.15% 1.15%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	25 25	16.00% 4.00%	N N	-84.00% -96.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		110070		30.0070
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	40	87.50%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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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
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%	х	х	Х	Х
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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%	Х	Х	Х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	15 15	100.00% 100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	15 15	20.00% 40.00%	N N	-80.00% -60.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.23/0	13	40.0070	14	00.0070
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

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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
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%	Х	х	х	Х
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%	Х	х	Х	х
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%	х	х	Х	х
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	28 28	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	28 28	17.86% 10.71%	N N	-82.14% -89.29%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	25	10.7170		65.2370
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	46	91.30%	Υ	16.00%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	46	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	46	2.17%	N*	0.18%

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					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Υ	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	Percent of preschool children with IEPs						
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%	Υ	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%	Х	Х	Х	Х
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	Υ	

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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
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%	Υ	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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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

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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.

North Dakota Special Education Performance Information

District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	21 21	85.71% 85.71%	N* N*	-9.29% -9.29%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	18 18	5.56% 11.11%	N N	-94.44% -88.89%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	10	11.1170		00.0370
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		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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-1.94%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	35	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	х
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%	Х	Х	х	х
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	Υ	
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	Υ	

Indic.			2016 17	2016 17	2016-17	2016 17	Did District	2016 17 Data
#	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	2016-17 District Rate	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%	Х	х	Х	Х
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%	Х	х	Х	Х
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%	х	х	X	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	23 23	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	23 23	8.70% 8.70%	N N	-91.30% -91.30%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	29	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	х	Х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	х	х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	10 10	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	10 10	30.00% 40.00%	N N	-70.00% -60.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	19	100.00%	Υ	24.70%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	19	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	19	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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%	х	х	Х	Х
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%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	18 18	100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	18 18	16.67% 22.22%	N N	-83.33% -77.78%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0070	2112075		=====		.,,,,
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	х	Х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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	х	X	х
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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.		<u></u> .	2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	74 74	98.65% 98.65%	Y	3.65% 3.65%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	73 73	6.85% 4.11%	N N	-93.15% -95.89%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112676	,,,	,		33,037,
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	14	71.43%	Υ	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%	Υ	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	14	78.57%	Υ	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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	х

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.

North Dakota Special Education Performance Information
District Report Card for 2016-17

					2016-17	2016-17	Did District	
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a			o tu u cirto	Hate	. u.get i	las ranger
1		regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	14	100.00%	Y	5.00%
		Math	95.00%	95.73%	14	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	14	57.14%	N	-42.86%
		Math	100.00%	14.23%	14	35.71%	N	-64.29%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	١	0.000/			V	
	Ethnicity	disabilities for greater than 10 days in a school year?	No	0.00%		No	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	23	78.26%	Υ	2.96%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	23	4.35%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	x
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	х	Х	Х	х
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%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	х	х
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%	х	х	Х	Х
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.

District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	Х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B		Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	20 20	100.00% 100.00%	Y	5.00% 5.00%
3C		Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	20 20	55.00% 40.00%	N N	-45.00% -60.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		10.0070		00.00%
4A	Expulsion Rate,	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 /	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	Percent of children with IEPs aged 6 through 21 served:						
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		In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	32	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	
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	Percent of children with parental consent to evaluate, who	· a. get	I state mate			.u.get.	i i i i i i i i i i i i i i i i i i i
**	days	were evaluated and eligibility determined within 60 days	100.00%	99.51%	Х	х	Х	х
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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	Х

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.

North Dakota Special Education Performance Information District Report Card for 2016-17

Indic. #	Indicator	M	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
-#		Measurement	Target	State Rate	Students	Rate	rarget :	willus rarget
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	Participation and proficiency of children with disabilities on statewide assessments:						
3В	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.23/0	A	X	A	
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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

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Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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		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	

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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
11		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	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	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	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		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		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		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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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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	39 39	100.00% 97.44%	Y	5.00% 2.44%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	39 38	7.69% 2.63%	N N	-92.31% -97.37%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	80	83.75%	Υ	8.45%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	80	2.50%	Υ	-2.30%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	80	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	Х	х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	85.0070	07.8870	Α	Λ	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	X	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	32	100.00%	Υ	5.00%
		Math	95.00%	95.73%	32	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	32	21.88%	N	-78.13%
		Math	100.00%	14.23%	32	6.25%	N	-93.75%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		NO		
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	45	75.56%	Υ	0.26%
5B	•	Inside the regular class less than 40% of the day	4.80%	5.66%	45	2.22%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	12	0.00%	Υ	-28.40%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	Х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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	х	Х	Х
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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	Х

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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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	16 16	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	16 16	43.75% 31.25%	N N	-56.25% -68.75%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-1.99%

Indic.					2016-17	2016-17	Did District	
#	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:	3					3
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%	Υ	-28.40%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic. #	Indicator	Magazzana	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#		Measurement	Target	State Nate	Students	Nate	raiget :	Willius 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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	194 194	91.75% 92.27%	N* N*	-3.25% -2.73%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	178 179	13.48% 7.26%	N N	-86.52% -92.74%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	22	86.36%	Υ	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%	Υ	-1.99%

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool	Percent of children with IEPs aged 3 through 5 attending:						
	Students							
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	Percent of preschool children with IEPs						
7A	Social-emotional	Of those children who entered the program below age						
	skills	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	63.50%	61.89%	N/A	N/A	N/A	N/A
		expectations by the time exited.			,	•	,	,
7B	•	Of those children who entered the program below age				_		
	of Knowledge and	expectations, the percent that substantially increased their rate	84.50%	87.29%	N/A	N/A	N/A	N/A
	Skills	of growth by the time exited.						
		Percent of children who were functioning within age	55.50%	52.72%	N/A	N/A	N/A	N/A
		expectations in by the time exited.						
7C		Of those children who entered the program below age	04.000/	05.070/				21.42
	behaviors	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	71.20%	67.50%	N/A	N/A	N/A	N/A
		means of improving services and results for children with	71.2070	07.5070	IV/A	N/A	17/7	N/A
		disabilities						
9	Disprop. R/E	Did the district have disproportionate representation of racial		0.000/				
		and ethnic groups in special education that is the result of	No	0.00%		No	Υ	
10		inappropriate identification? Did the district have disproportionate representation of racial						
10	Disprop. R/E, Disability Category	and ethnic groups in specific disability categories that is the	No	0.00%		No	Υ	
	Disability Category	result of inappropriate identification?	110	0.0070		140		

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	11 11	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	11 11	0.00% 18.18%	N N	-100.00% -81.82%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	18	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	89.0076	07.8876	^	^	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	x
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	13	100.00%	Υ	5.00%
		Math	95.00%	95.73%	13	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	13	7.69%	N	-92.31%
		Math	100.00%	14.23%	13	0.00%	N	-100.00%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.00%		INO	,	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	31	83.87%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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	Percent of children with parental consent to evaluate, who	14.84				148511	illing ranger
	days	were evaluated and eligibility determined within 60 days	100.00%	99.51%	Х	х	Х	Х
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%	Х	х	х	х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	89.0076	07.8876	^	^	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Χ	Х	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	16	100.00%	Υ	5.00%
		Math	95.00%	95.73%	16	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	16	18.75%	N	-81.25%
		Math	100.00%	14.23%	16	6.25%	N	-93.75%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO		
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
		, , , , ,						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	28	53.57%	N*	-21.73%
5B	•	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%	Υ	-1.99%

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	х
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%	Υ	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%	х	х	х	Х
14		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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	11 11	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	11 11	27.27% 18.18%	N N	-72.73% -81.82%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370		10.1070		01.0270
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	х	Х
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%	Х	Х	х	Х
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	Υ	

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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
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%	Х	х	х	х
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%	Х	х	Х	х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	X	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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		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.

North Dakota Special Education Performance Information

District Report Card for 2016-17

Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	X	X
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	14	92.86%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
12	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		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%	Х	х	Х	Х
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		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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	89.0076	07.8876	^	^	^	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	x
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		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	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	18	11.11%	N	-88.89%
		Math	100.00%	14.23%	17	0.00%	N	-100.00%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.0076		INO		
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	41	85.37%	Υ	10.07%
5B	•	Inside the regular class less than 40% of the day	4.80%	5.66%	41	2.44%	Υ	-2.36%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	41	2.44%	N*	0.45%

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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
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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	Υ	

May 1, 2018 Page 2 of 3

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	х	х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	35 35	82.86% 82.86%	N N	-12.14% -12.14%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	29 29	3.45% 0.00%	N N	-96.55% -100.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	х	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		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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	Х
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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	Х	Х	Х	Х
1		regular diploma	85.0070	07.8870	Α	Λ	٨	^
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	X	X
3	Statewide	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	10	100.00%	Υ	5.00%
		Math	95.00%	95.73%	10	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	10	0.00%	N	-100.00%
		Math	100.00%	14.23%	10	0.00%	N	-100.00%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.00%		INO	Y	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	18	100.00%	Υ	24.70%
	Cararata Classii	beside the manufacture days have 400% of the day.						
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	18	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/	1.99%	1.64%	18	0.00%	Υ	-1.99%
		hospital placements	1.55/0	1.04/0	10	0.0070		-1.55/0

Indic. #	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	х	Х	Х
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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	34 34	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	34 34	0.00% 5.88%	N N	-100.00% -94.12%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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

District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

Indic.	Indicator	Measurement	2016-17 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.

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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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	20010073	2112075	, , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , ,		,,
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	х	х	х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	Х

Indic. #	Indicator	Measurement	2016-17 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
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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
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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	Υ	

Indic. #	Indicator	Measurement	2016-17 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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112076	, and the second			
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	

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				224.5.45	2016-17	2242.47	Did District	
Indic. #	Indicator	Measurement	2016-17	2016-17 State Rate	District Students	2016-17 District Rate	Meet the Target ?*	2016-17 Rate Minus Target
			Target	State Rate	Students	DISTRICT Rate	rarget r	willius rarget
11	Evaluation in 60	Percent of children with parental consent to evaluate, who						
	days	were evaluated and eligibility determined within 60 days	100.00%	99.51%	N/A	N/A	N/A	N/A
12	Transition from Part	Percent of children referred by Part C prior to age 3, who are						
	C to Part B	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	Percent of youth aged 16 and above with an IEP that includes						
	on IEP by age 16	coordinated, measurable, annual IEP goals and transition	100.00%	00.050/	N1 / A	N1 / A	N1 / A	N1 / A
		services that will reasonably enable the student to meet the	100.00%	98.85%	N/A	N/A	N/A	N/A
		postsecondary goals						
14	Post-secondary	Percent of youth who are no longer in secondary school, had						
	Outcomes	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	30.49%	29.07%	N/A	N/A	N/A	N/A
		of leaving high school.		23.0770	, , .	,		14/73
14B	Measurement B	Percent of youth competitively employed within one year of	57.12%	58.72%	N/A	N/A	N/A	N/A
		leaving high school plus Measurement A.	37.12/0	30.72/0	IN/A	IV/A	IN/A	19/74
14C	Measurement C	Percent of youth enrolled in any other type of postsecondary						
		education/training or employed in any other type of	81.58%	83.14%	N/A	N/A	N/A	N/A
		employment plus Measurement B.						

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

District Report Card for 2016-17

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	283 283	96.82% 97.88%	Y	1.82% 2.88%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	274 277	16.42% 12.64%	N N	-83.58% -87.36%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0076	2112076	=1,1	22.0.70		37.557
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-0.02%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/hospital placements	1.99%	1.64%	481	0.42%	Υ	-1.57%

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Υ	-27.44%
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	х	х	Х	Х
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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	х

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.

North Dakota Special Education Performance Information
District Report Card for 2016-17

			2045 47	2046.47	2016-17	2016-17	Did District	2046 47 D .
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	Target	State Hate	Staucitis	i iiii	Turget .	ivilius ruiget
1	Gradation Nate	regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Χ	Х	×	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading	95.00%	95.82%	22	95.45%	Y	0.45%
		Math	95.00%	95.73%	22	100.00%	Υ	5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading	100.00%	17.95%	21	19.05%	N	-80.95%
		Math	100.00%	14.23%	22	22.73%	N	-77.27%
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^	Did the district have a similficant discourse with the natural						
4A	Suspension /	Did the district have a significant discrepancy in the rates of	No	0.000/		No	Y	
		suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00%		No	Y	
4B	Suspension /	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	Percent of children with IEPs aged 6 through 21 served:						
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	•	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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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%	х	Х	х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	Х	х

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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	18 18	88.89% 88.89%	N* N*	-6.11% -6.11%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	16 16	18.75% 6.25%	N N	-81.25% -93.75%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	10	0.2370		33.7370
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-0.25%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	22	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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	х	Х	Х
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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	Х

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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	25 25	100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	25 25	16.00% 8.00%	N N	-84.00% -92.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	X
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	х	Х
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%	Х	Х	х	Х
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	Υ	

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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
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%	Υ	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%	Х	х	Х	Х
14		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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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

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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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
	Graduation Rate^	Percent of youth with IEPs graduating from high school with a	89.00%	67.88%	N/A	N/A	N/A	N/A
1		regular diploma	03.0070	07.0070	1477	14//	14/7	14/71
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	Participation and proficiency of children with disabilities on						
	Assessment	statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs:						
		Reading	95.00%	95.82%	X	X	X	X
		Math	95.00%	95.73%	X	Х	X	X
3C	Proficiency Rate	Proficiency rate for children with IEPs:						
		Reading	100.00%	17.95%	X	X	X	X
		Math	100.00%	14.23%	Х	Х	X	X
4	Suspension /	Rates of suspension and expulsion:						
	Expulsion Rate^							
4A	Suspension /	Did the district have a significant discrepancy in the rates of						
	Expulsion Rate,	suspensions/expulsions of children with disabilities for greater	No	0.00%		No	Υ	
	Overall	than 10 days in a school year?						
4B	Suspension /	Did the district have a significant discrepancy by race/ethnicity						
	Expulsion Rate, By	in the rates of suspensions/ expulsions of children with	No	0.00%		No	Υ	
	Ethnicity	disabilities for greater than 10 days in a school year?	INO	0.00%		INO	,	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic. #		<u></u> .	2016-17	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	Minus Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	10	80.00%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	х	X	х	x
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	

Indic.	Indicator	Measurement	2016-17 Target	2016-17 State Rate	2016-17 District Students	2016-17 District Rate	Did District Meet the Target ?*	2016-17 Rate Minus Target
			raiget	State Nate	Students	District Nate	raiget :	Ivillus Turget
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%	Х	Х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	Х	Х

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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	159 159	96.86% 96.86%	Y	1.86% 1.86%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	154 154	21.43% 14.29%	N N	-78.57% -85.71%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	131	1112370		65.7176
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Υ	-9.05%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Υ	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%	Υ	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	19	89.47%	Υ	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	Υ	

Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	Υ	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%	Х	х	Х	Х
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	х	Х	Х
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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic. #	Indicator	Magazinamant	2016-17 Target	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#		Measurement	Target	State Nate	Students	nate	raiget :	Willius Target
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	X	Х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	×	X
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	10 10	90.00%	N* N*	-5.00% -5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-0.25%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	22	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00%	17.95% 14.23%	X X	X	X X	X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	11	90.91%	Υ	15.61%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	11	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	11	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

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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
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%	х	х	Х	Х
14		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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	17	0.00%	Υ	-1.99%

North Dakota Special Education Performance Information

District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	
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	Υ	

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			2046.47	2046.47	2016-17	2046.47	Did District	2045 47 D .
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	2016-17 District Rate	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%	Х	Х	Х	Х
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%	х	х	X	Х
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	Х

Indic. #	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	Х
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
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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%	Х	Х	х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	17 17	100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	17 17	52.94% 47.06%	N N	-47.06% -52.94%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-1.10%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	27	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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	х	Х	Х
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.

North Dakota Special Education Performance Information District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	Х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3		Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	10 10	90.00%	N* Y	-5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X 10	X 20.00%	X	X -80.00%
4		Rates of suspension and expulsion:						
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		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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	17	82.35%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	х	х	X	Х
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.

:			2015 17	2046.47	2016-17	2016-17	Did District	2045 47 D .
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	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%	Х	х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	15 15	100.00% 100.00%	Y Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	15 15	6.67% 0.00%	N N	-93.33% -100.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%

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North Dakota Special Education Performance Information **District Report Card for 2016-17**

Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	X	Х	Х
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%	Х	X	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	×
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	X	Х	Х
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%	Х	Х	х	х
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	Υ	

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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
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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic. #	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	District Rate	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%	Х	Х	Х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	22 22	90.91% 90.91%	N* N*	-4.09% -4.09%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	20 20	10.00% 5.00%	N N	-90.00% -95.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	45	77.78%	Υ	2.48%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	45	4.44%	Υ	-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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	х
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	х	х	Х	х
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%	Х	х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	37 37	97.30% 94.59%	Y N*	2.30% -0.41%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	36 35	16.67% 8.57%	N N	-83.33% -91.43%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	33	0.5770		31.10/0
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-0.72%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	49	0.00%	Υ	-1.99%

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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
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	х	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%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

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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
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%	Х	х	Х	х
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%	х	х	Х	х
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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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.

					2016-17	2016-17	Did District	
Indic. #		<u></u> .	2016-17	2016-17	District Students	District Rate	Meet the Target ?*	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	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%	Υ	-9.66%
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	97 97	93.81% 93.81%	N* N*	-1.19% -1.19%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	91 91	15.38% 10.99%	N N	-84.62% -89.01%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	48	56.25%	N	27.85%
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Υ	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%	Υ	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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	Х	Х	Х
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic. #	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Indic.			2016 17	2016 17	2016-17	2016 17	Did District	2016 17 Date
#	Indicator	Measurement	2016-17 Target	2016-17 State Rate	District Students	2016-17 District Rate	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%	Х	х	Х	Х
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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	Х	х	Х	х

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.

					2016-17	2016-17	Did District	
Indic. #	to diamen.		2016-17	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Rate	Students	Kate	rarget r	wiinus rarget
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	19 19	89.47% 94.74%	N* N*	-5.53% -0.26%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	17 18	29.41% 16.67%	N N	-70.59% -83.33%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	х	х
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%	х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	22 22	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	22 22	4.55% 0.00%	N N	-95.45% -100.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	41	87.80%	Υ	12.50%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	41	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	41	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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%	Υ	-7.27%
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	511 511	94.91% 95.30%	N* Y	-0.09% 0.30%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	485 487	20.41% 15.40%	N N	-79.59% -84.60%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0070	1112370	1,07	13.1676		S 11.007s
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	939	79.02%	Υ	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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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%	Υ	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%	Υ	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	Υ	

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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
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%	Υ	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%	Υ	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%	Υ	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%	Υ	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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	34 34	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	34 34	26.47% 14.71%	N N	-73.53% -85.29%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	54	81.48%	Υ	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%	Υ	-1.99%

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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
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

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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
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%	Υ	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%	Х	х	Х	х
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%	Х	х	Х	Х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic. #	to alternation		2016-17	2016-17	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Rate	Students	касе	rarget r	winus rarget
1	Graduation Rate [^]	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	X	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	25 25	100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	25 25	16.00% 16.00%	N N	-84.00% -84.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	14	92.86%	Υ	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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	х
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.

North Dakota Special Education Performance Information

District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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%	Х	Х	Х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	20 20	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	20 20	10.00% 0.00%	N N	-90.00% -100.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	29	89.66%	Υ	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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B		facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	Х	Х	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%	Х	Х	Х	Х
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	Υ	
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	Υ	

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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
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%	Х	х	Х	х
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%	Х	х	Х	Х
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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	20 20	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00%	17.95% 14.23%	20 20	20.00% 15.00%	N N	-80.00% -85.00%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	20010073	2 112075		23.5575		33.33%
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	39	97.44%	Υ	22.14%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	39	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	39	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic. #	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	29 29	96.55% 96.55%	Y	1.55% 1.55%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	28 28	7.14% 3.57%	N N	-92.86% -96.43%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	46	86.96%	Υ	11.66%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	46	4.35%	Υ	-0.45%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	46	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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	Υ	
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	Υ	

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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
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%	Х	х	Х	х
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%	х	х	Х	х
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%	Х	Х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	Х	х	Х	х

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%	Х	Х	Х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	36 36	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	36 36	47.22% 52.78%	N N	-52.78% -47.22%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.00%	1112370	30	3217070		1712270
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	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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-1.10%
5C	•	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	54	1.85%	Υ	-0.14%

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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
6	LRE for Preschool Students	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
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	Υ	

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Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	х	х	X	Х
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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	Х	Х

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

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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%	Х	Х	х	х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	12 12	91.67% 91.67%	N* N*	-3.33% -3.33%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	11 11	27.27% 18.18%	N N	-72.73% -81.82%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	200.0070	2112075		20.2070		02.02%
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	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

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Indic.			2016-17	2016-17	2016-17 District	2016-17	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	District Rate	Target ?*	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%	Х	х	Х	Х
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%	х	х	Х	Х
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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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%	Х	Х	х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	39 39	94.87% 94.87%	N* N*	-0.13% -0.13%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	37 37	27.03% 18.92%	N N	-72.97% -81.08%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	55	76.36%	Υ	1.06%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	55	3.64%	Υ	-1.16%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	55	3.64%	N*	1.65%

District Report Card for 2016-17

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	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%	Х	Х	х	х
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	х
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%	Х	х	Х	Х
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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	230 230	97.39% 95.65%	Y	2.39% 0.65%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	224 220	10.71% 3.18%	N N	-89.29% -96.82%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Υ	
5	LRE for Students	Percent of children with IEPs aged 6 through 21 served:						
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%	Υ	-1.75%

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
6	LRE for Preschool	Percent of children with IEPs aged 3 through 5 attending:						
	Students							
6A	Regular Classroom	Regular childhood program and receiving the majority of special						
		education and related services in the regular early childhood	27.70%	24.65%	66	18.18%	N*	-9.52%
		program.						
6B	Separate Classroom		28.40%	32.85%	66	30.30%	N*	1.90%
_	-1.11.1	facility.	20.1070	32.0370		30.3070	.,	2.5070
7	Child Outcomes	Percent of preschool children with IEPs						
7A	Social-emotional	Of those children who entered the program below age						
	skills	expectations, the percent that substantially increased their rate	84.00%	85.76%	23	82.61%	N*	-1.39%
		of growth by the time exited.						
		Percent of children who were functioning within age	63.50%	61.89%	27	48.15%	N*	-15.35%
		expectations by the time exited.	03.3070	01.0370	27	40.1370		13.3370
7B	Acquisition and use	Of those children who entered the program below age						
	of Knowledge and	expectations, the percent that substantially increased their rate	84.50%	87.29%	25	80.00%	N*	-4.50%
	Skills	of growth by the time exited.						
		Percent of children who were functioning within age	55.50%	52.72%	27	44.44%	N*	-11.06%
		expectations in by the time exited.	33.30%	32.72/0	27	44.44/0	IN	-11.00%
7C	Use of appropriate	Of those children who entered the program below age						
	behaviors	expectations, the percent that substantially increased their rate	81.00%	85.07%	18	83.33%	Υ	2.33%
		of growth by the time exited.						
		Percent of children who were functioning within age	72.500/	60.200/	27	CC C70/	N1*	F 020/
		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	74 200/	67.500/	4.4	57.4.40/	* 1 *	44.050/
		means of improving services and results for children with	71.20%	67.50%	14	57.14%	N*	-14.06%
		disabilities						
9	Disprop. R/E	Did the district have disproportionate representation of racial						
		and ethnic groups in special education that is the result of	No	0.00%		No	Υ	
		inappropriate identification?						
10		Did the district have disproportionate representation of racial						
	Disability Category	and ethnic groups in specific disability categories that is the	No	0.00%		No	Υ	
		result of inappropriate identification?						

Indic.	Indicator	Measurement	2016-17 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%	Υ	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%	Х	х	Х	х
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%	х	х	Х	х
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%	Υ	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%	Υ	8.42%

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

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	X	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	X
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	22 22	95.45% 95.45%	Y	0.45% 0.45%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	21 21	4.76% 14.29%	N N	-95.24% -85.71%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	30	83.33%	Υ	8.03%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	30	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	30	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	Х	Х
6B	Separate Classroom	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

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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
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%	Υ	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%	х	х	Х	Х
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%	Х	Х	Х	Х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	Х
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%	х	х	Х	х

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.

					2016-17	2016-17	Did District	
Indic.			2016-17	2016-17	District	District	Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	Minus Target
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	25 25	96.00% 92.00%	Y N*	1.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	24	16.67% 8.70%	N N	-83.33% -91.30%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.23/0	23	0.7070		31.30%
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	27	81.48%	Υ	6.18%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	27	0.00%	Υ	-4.80%
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	27	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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 special education class, separate school, or residential facility.	28.40%	32.85%	N/A	N/A	N/A	N/A
7	Child Outcomes	Percent of preschool children with IEPs						
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	х	х	Х	Х
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%	х	х	Х	Х
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.

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Indic.			2016-17	2016-17	2016-17 District	2016-17 District	Did District Meet the	2016-17 Rate
#	Indicator	Measurement	Target	State Rate	Students	Rate	Target ?*	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	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	44 44	95.45% 97.73%	Y Y	0.45% 2.73%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	42 43	4.76% 4.65%	N N	-95.24% -95.35%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	46	89.13%	Υ	13.83%
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	46	0.00%	Υ	-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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	X	х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	X	Х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	х
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%	Х	X	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	Х	х	х	х
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%	Х	Х	Х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	х	х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

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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
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%	Х	х	Х	Х
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%	Х	Х	х	X
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	36 36	100.00% 100.00%	Y	5.00% 5.00%
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	36 36	22.22% 16.67%	N N	-77.78% -83.33%
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:	100.0076	14.2370	30	10.0770		63.3370
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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	54	79.63%	Υ	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	Percent of children with IEPs aged 3 through 5 attending:						
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%	Х	Х	х	Х
6B	·	Separate special education class, separate school, or residential facility.	28.40%	32.85%	Х	Х	Х	Х
7	Child Outcomes	Percent of preschool children with IEPs						
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations by the time exited.	63.50%	61.89%	Х	Х	Х	Х
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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	55.50%	52.72%	х	Х	Х	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%	Х	Х	х	Х
		Percent of children who were functioning within age expectations in by the time exited.	72.50%	68.39%	Х	Х	Х	Х
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%	Х	Х	х	Х
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	Υ	
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	Υ	

Indic.	Indicator	Measurement	2016-17 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%	Х	х	Х	Х
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%	х	х	Х	Х
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%	Х	х	Х	х
14B	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.	57.12%	58.72%	Х	Х	Х	х
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%	х	х	Х	Х

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.

					2016-17	2016-17	Did District	
Indic. #	1 - d! 4		2016-17	2016-17 State Rate	District Students	District Rate	Meet the Target ?*	2016-17 Rate Minus Target
#	Indicator	Measurement	Target	State Rate	Students	Rate	rargetr	willus rarget
1	Graduation Rate^	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	67.88%	Х	Х	Х	Х
2	Drop Out Rate^	Percent of youth with IEPs dropping out of high school	18.75%	17.65%	Х	Х	Х	Х
3	Statewide Assessment	Participation and proficiency of children with disabilities on statewide assessments:						
3B	Participation Rate	Participation rate for children with IEPs: Reading Math	95.00% 95.00%	95.82% 95.73%	X X	X	X X	X X
3C	Proficiency Rate	Proficiency rate for children with IEPs: Reading Math	100.00% 100.00%	17.95% 14.23%	X X	X X	X X	X X
4	Suspension / Expulsion Rate^	Rates of suspension and expulsion:						
4A		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	•	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	Percent of children with IEPs aged 6 through 21 served:						
5A	Regular Classroom	Inside the regular class 80% or more of the day	75.30%	73.26%	Х	Х	Х	Х
5B	Separate Classroom	Inside the regular class less than 40% of the day	4.80%	5.66%	Х	х	Х	Х
5C	•	In separate schools, residential facilities, or homebound/ hospital placements	1.99%	1.64%	Х	Х	Х	х

Indic.	Indicator	Measurement	2016-17 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	Percent of children with IEPs aged 3 through 5 attending:						
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	Percent of preschool children with IEPs						
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	Υ	

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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
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%	х	х	Х	х
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%	х	х	Х	Х
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.