



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	64.71%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.05%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.83%	26.74%	YES	NO
Math						
2007-08	95.3%	22%	98.26%	18.26%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	51.53%	NO	17%	23.94%	NO	2.01%	0.12%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		94.71%			1.59%			3.17%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
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2007-08 87% 66.7% NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
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2007-08 0% YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
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2007-08 0% YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	98.10%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	65.32%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.13%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.86%	18.55%	YES	NO
Math						
2007-08	95.3%	22%	97.73%	11.96%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	42.56%	NO	17%	29.51%	NO	2.01%	1.38%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		36.85%			2.55%			8.17%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	61.1%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	98.00%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	87.5%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	25.00%	YES	NO
Math						
2007-08	95.3%	22%	100%	12.50%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	100.00%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	85.7%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	45.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.29%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	95.88%	25.10%	YES	NO
Math						
2007-08	95.3%	22%	96.71%	21.81%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	64.66%	YES	17%	18.32%	NO	2.01%	0.22%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		55.74%			0.82%			43.44%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	88.89%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.91%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.74%	22.40%	YES	NO
Math						
2007-08	95.3%	22%	98.11%	15.14%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	37.50%	NO	17%	16.73%	YES	2.01%	1.65%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		21.05%			7.89%			71.05%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	80.0%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	17.50%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.73%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.92%	18.29%	YES	NO
Math						
2007-08	95.3%	22%	98.38%	14.12%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	80.37%	YES	17%	9.38%	YES	2.01%	0.12%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		96.36%			2.73%			0.91%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	90.9%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	84.21%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	56.52%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.88%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.67%	15.28%	YES	NO
Math						
2007-08	95.3%	22%	96.68%	11.63%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	94.70%	YES	17%	2.95%	YES	2.01%	0.39%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	78.6%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	28.57%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.34%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	99.58%	22.50%	YES	NO
Math						
2007-08	95.3%	22%	100%	16.25%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	53.62%	NO	17%	16.60%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		87.50%			8.82%			0.74%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	80.0%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	98.15%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	87.5%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	95.24%	23.81%	YES	NO
Math						
2007-08	95.3%	22%	95.24%	9.52%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	85.00%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		28.57%			0.00%			71.43%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	43.40%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.37%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.83%	14.03%	YES	NO
Math						
2007-08	95.3%	22%	97.96%	8.60%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	44.51%	NO	17%	19.73%	NO	2.01%	1.73%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		78.24%			4.71%			4.71%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	95.0%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	99.02%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	88.9%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	95.2%	NO	YES

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	92.31%	15.38%	NO	NO
Math						
2007-08	95.3%	22%	92.31%	0.00%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	90.91%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		80.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	30.30%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	2.15%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.49%	13.99%	YES	NO
Math						
2007-08	95.3%	22%	96.24%	10.86%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	46.10%	NO	17%	14.72%	YES	2.01%	0.43%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		20.21%			6.38%			73.40%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	82.8%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	97.60%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	33.33%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.08%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	15.79%	YES	NO
Math						
2007-08	95.3%	22%	100%	13.16%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	80.60%	YES	17%	1.49%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		40.00%			20.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	95.7%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	80.00%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	12.50%	YES	NO
Math						
2007-08	95.3%	22%	96.88%	9.38%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	86.67%	YES	17%	5.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		20.00%			0.00%			60.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	90.9%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	66.70%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.43%	25.00%	YES	NO
Math						
2007-08	95.3%	22%	96.43%	21.43%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	69.12%	YES	17%	1.47%	YES	2.01%	2.94%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	40.00%	YES	YES
Math						
2007-08	95.3%	22%	100%	20.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	94.12%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	83.3%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	46.77%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.04%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	99.10%	11.49%	YES	NO
Math						
2007-08	95.3%	22%	99.10%	9.68%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	65.34%	YES	17%	9.05%	YES	2.01%	1.99%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		98.54%			0.00%			0.98%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	37.50%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.23%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	93.75%	8.93%	NO	NO
Math						
2007-08	95.3%	22%	94.64%	5.36%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	52.29%	NO	17%	17.89%	NO	2.01%	0.92%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		92.11%			5.26%			2.63%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	0.00%	YES	NO
Math						
2007-08	95.3%	22%	100%	0.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	100.00%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	85.71%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.78%	15.56%	YES	NO
Math						
2007-08	95.3%	22%	97.78%	6.67%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	89.00%	YES	17%	0.00%	YES	2.01%	1.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	86.8%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	95.86%	10.15%	YES	NO
Math						
2007-08	95.3%	22%	98.87%	9.02%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	58.45%	YES	17%	14.66%	YES	2.01%	1.02%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		94.68%			3.19%			2.13%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	64.3%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	96.90%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	33.3%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	20.00%	YES	NO
Math						
2007-08	95.3%	22%	100%	20.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	71.43%	YES	17%	0.00%	YES	2.01%	14.29%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	0.00%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.17%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	19.40%	YES	NO
Math						
2007-08	95.3%	22%	98.51%	13.43%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	77.55%	YES	17%	0.68%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	100.0%	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	90.91%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	23.08%	YES	NO
Math						
2007-08	95.3%	22%	100%	15.38%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	72.41%	YES	17%	6.90%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		94.12%			5.88%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	50.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	95.65%	0.00%	YES	NO
Math						
2007-08	95.3%	22%	97.83%	0.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	82.93%	YES	17%	0.00%	YES	2.01%	1.22%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		90.00%			10.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	33.33%	YES	YES
Math						
2007-08	95.3%	22%	100%	50.00%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	93.33%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	83.33%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.98%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.62%	13.04%	YES	NO
Math						
2007-08	95.3%	22%	97.58%	9.18%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	39.44%	NO	17%	12.91%	YES	2.01%	8.45%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		20.97%			8.06%			54.84%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	86.70%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	55.56%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.56%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.11%	16.98%	YES	NO
Math						
2007-08	95.3%	22%	98.11%	13.21%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	52.78%	NO	17%	12.04%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		94.12%			5.88%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	33.33%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	6.90%	YES	NO
Math						
2007-08	95.3%	22%	100%	0.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	95.65%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	42.9%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	35.14%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.76%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.55%	22.58%	YES	NO
Math						
2007-08	95.3%	22%	98.87%	14.35%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	46.85%	NO	17%	21.45%	NO	2.01%	1.22%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		92.71%			3.65%			3.65%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	89.5%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	88.30%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	15.00%	YES	NO
Math						
2007-08	95.3%	22%	100%	10.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	91.67%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	NO

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.04%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	26.67%	YES	NO
Math						
2007-08	95.3%	22%	100%	26.67%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	75.51%	YES	17%	12.24%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		95.24%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.60%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	99.24%	13.35%	YES	NO
Math						
2007-08	95.3%	22%	98.36%	11.34%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	35.71%	NO	17%	29.57%	NO	2.01%	2.05%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		31.33%			2.41%			66.27%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	76.5%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	83.80%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	60.0%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	40.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.00%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.56%	11.51%	YES	NO
Math						
2007-08	95.3%	22%	97.43%	9.09%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	61.61%	YES	17%	10.81%	YES	2.01%	2.60%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		98.01%			0.00%			1.99%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	80.0%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	99.40%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	37.50%	YES	YES
Math						
2007-08	95.3%	22%	100%	12.50%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	83.33%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	27.59%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.54%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.97%	10.15%	YES	NO
Math						
2007-08	95.3%	22%	97.46%	6.60%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	51.21%	NO	17%	16.43%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		65.05%			2.91%			28.16%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	57.9%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.71%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	17.95%	YES	NO
Math						
2007-08	95.3%	22%	100%	17.95%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	45.90%	NO	17%	8.20%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		83.33%			16.67%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	75.00%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	66.7%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	37.50%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.22%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	90.38%	7.69%	NO	NO
Math						
2007-08	95.3%	22%	92.31%	7.69%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	85.50%	YES	17%	5.34%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		28.57%			2.86%			68.57%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	36.36%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.56%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.87%	16.80%	YES	NO
Math						
2007-08	95.3%	22%	96.80%	12.53%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	64.06%	YES	17%	16.05%	YES	2.01%	0.13%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		97.96%			0.00%			2.04%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	NO

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	61.9%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	80.00%	0.00%	NO	NO
Math						
2007-08	95.3%	22%	100%	0.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	90.00%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.09%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	25.00%	YES	NO
Math						
2007-08	95.3%	22%	100%	25.00%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	72.73%	YES	17%	0.00%	YES	2.01%	9.09%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.00%	16.00%	YES	NO
Math						
2007-08	95.3%	22%	96.00%	24.00%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	79.49%	YES	17%	10.26%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	9.09%	YES	NO
Math						
2007-08	95.3%	22%	100%	4.55%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	76.47%	YES	17%	0.00%	YES	2.01%	2.94%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		66.67%			0.00%			33.33%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	8.11%	YES	NO
Math						
2007-08	95.3%	22%	97.30%	2.70%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	58.06%	YES	17%	6.45%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	70.0%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	21.43%	YES	NO
Math						
2007-08	95.3%	22%	100%	7.14%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	86.36%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	90.85%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.03%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.94%	19.06%	YES	NO
Math						
2007-08	95.3%	22%	98.15%	13.23%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	51.04%	NO	17%	8.35%	YES	2.01%	1.04%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		32.11%			67.89%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	75.0%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	88.7%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.15%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.91%	14.13%	YES	NO
Math						
2007-08	95.3%	22%	98.91%	6.01%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	39.81%	NO	17%	22.93%	NO	2.01%	1.27%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		40.00%			6.67%			53.33%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	88.9%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	77.50%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	71.4%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	2.86%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	12.50%	YES	NO
Math						
2007-08	95.3%	22%	100%	0.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	70.00%	YES	17%	3.33%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.73%	6.82%	YES	NO
Math						
2007-08	95.3%	22%	97.73%	4.55%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	60.44%	YES	17%	7.69%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		97.56%			2.44%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	74.29%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.59%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.11%	38.17%	YES	YES
Math						
2007-08	95.3%	22%	98.42%	28.39%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	71.40%	YES	17%	1.95%	YES	2.01%	0.53%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		73.85%			4.62%			10.77%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	70.6%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	97.60%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	51.35%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.85%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.59%	13.45%	YES	NO
Math						
2007-08	95.3%	22%	98.28%	7.76%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	54.02%	NO	17%	15.45%	YES	2.01%	1.83%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		40.85%			0.47%			57.28%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
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2007-08 87% 64.7% NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
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2007-08 0% YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
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2007-08 0% YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	99.00%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	83.3%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.43%	21.43%	YES	NO
Math						
2007-08	95.3%	22%	100%	10.71%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	88.33%	YES	17%	3.33%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	80.00%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2007-08	0.65%	0.46%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

<i>School Year</i>	<i>State Target AYP Reading</i>	<i>State Target AYP Math</i>	<i>Met State Target? AYP Reading</i>	<i>Met State Target? AYP Math</i>
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

<i>School Year</i>	<i>State Target Participation</i>	<i>State Target Proficiency</i>	<i>District Rate Participation</i>	<i>District Rate Proficiency</i>	<i>Met State Target? Participation</i>	<i>Met State Target? Proficiency</i>
Reading						
2007-08	95.1%	28%	97.35%	11.92%	YES	NO
Math						
2007-08	95.3%	22%	98.68%	7.28%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	61.49%	YES	17%	10.56%	YES	2.01%	1.24%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	61.5%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	16.67%	YES	NO
Math						
2007-08	95.3%	22%	100%	5.56%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	84.21%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	100.0%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	80.00%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	12.50%	YES	NO
Math						
2007-08	95.3%	22%	100%	37.50%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	94.74%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		25.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	9.09%	YES	NO
Math						
2007-08	95.3%	22%	100%	36.36%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	68.97%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	0.00%	YES	NO
Math						
2007-08	95.3%	22%	93.55%	6.45%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	28.85%	NO	17%	13.46%	YES	2.01%	7.69%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.50%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	14.29%	YES	NO
Math						
2007-08	95.3%	22%	100%	0.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	56.76%	NO	17%	9.46%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	38.89%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.27%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.96%	16.96%	YES	NO
Math						
2007-08	95.3%	22%	98.26%	16.52%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	49.27%	NO	17%	19.51%	NO	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		91.67%			2.08%			6.25%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	88.9%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	92.3%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	33.33%	YES	YES
Math						
2007-08	95.3%	22%	100%	16.67%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	87.50%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	11.54%	YES	NO
Math						
2007-08	95.3%	22%	100%	19.23%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	78.95%	YES	17%	7.02%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		83.33%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	25.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.45%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	95.59%	5.88%	YES	NO
Math						
2007-08	95.3%	22%	95.59%	2.94%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	81.08%	YES	17%	3.38%	YES	2.01%	0.68%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		61.29%			0.00%			38.71%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	2.78%	YES	NO
Math						
2007-08	95.3%	22%	100%	2.78%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	50.00%	NO	17%	7.58%	YES	2.01%	1.52%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		35.29%			0.00%			64.71%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	70.0%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	81.82%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.73%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.78%	14.63%	YES	NO
Math						
2007-08	95.3%	22%	98.17%	4.88%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	88.16%	YES	17%	2.63%	YES	2.01%	0.33%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		57.50%			0.00%			2.50%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	94.44%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	92.9%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	47.37%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.25%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.13%	13.79%	YES	NO
Math						
2007-08	95.3%	22%	98.28%	9.20%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	52.07%	NO	17%	19.28%	NO	2.01%	0.55%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		21.98%			69.23%			8.79%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	85.7%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	66.67%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	14.29%	YES	NO
Math						
2007-08	95.3%	22%	100%	0.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	100.00%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		0.00%			0.00%			100.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	22.73%	YES	NO
Math						
2007-08	95.3%	22%	100%	6.82%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	97.53%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		88.89%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	93.8%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2007-08	100%	95%	90.0%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.00%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.99%	37.37%	YES	YES
Math						
2007-08	95.3%	22%	100%	16.16%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	79.55%	YES	17%	2.84%	YES	2.01%	1.14%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		33.85%			50.77%			15.38%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	100.0%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	NO

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	92.90%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	94.74%	0.00%	NO	NO
Math						
2007-08	95.3%	22%	94.74%	0.00%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	65.79%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		75.00%			25.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	41.28%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.72%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.37%	24.79%	YES	NO
Math						
2007-08	95.3%	22%	97.41%	22.10%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	54.97%	NO	17%	27.19%	NO	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		27.50%			48.75%			23.33%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	83.3%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	98.70%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	53.06%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.56%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.65%	33.16%	YES	YES
Math						
2007-08	95.3%	22%	97.29%	23.18%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	51.96%	NO	17%	15.61%	YES	2.01%	0.48%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		28.29%			52.66%			8.68%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	89.7%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	40.00%	YES	YES
Math						
2007-08	95.3%	22%	100%	80.00%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	100.00%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	0.00%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	64.71%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.85%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.68%	20.53%	YES	NO
Math						
2007-08	95.3%	22%	99.34%	17.22%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	45.88%	NO	17%	11.47%	YES	2.01%	0.36%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		93.33%			6.67%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	91.7%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	66.7%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	20.00%	YES	NO
Math						
2007-08	95.3%	22%	100%	0.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	94.12%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	59.09%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.87%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.73%	18.92%	YES	NO
Math						
2007-08	95.3%	22%	97.32%	12.64%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	55.41%	NO	17%	12.34%	YES	2.01%	0.79%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		70.19%			9.94%			15.53%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	84.2%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	14.71%	YES	NO
Math						
2007-08	95.3%	22%	100%	20.59%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	98.41%	YES	17%	1.59%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		100.00%			0.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	71.4%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	11.1%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	38.46%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	1.30%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.45%	16.49%	YES	NO
Math						
2007-08	95.3%	22%	97.42%	9.79%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	43.24%	NO	17%	23.24%	NO	2.01%	1.35%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		94.59%			0.00%			2.70%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	98.60%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	57.0%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	52.94%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.68%	NO

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.41%	11.38%	YES	NO
Math						
2007-08	95.3%	22%	99.40%	7.78%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	77.86%	YES	17%	11.07%	YES	2.01%	0.38%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		76.47%			0.00%			23.53%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	92.3%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	33.33%	YES	YES
Math						
2007-08	95.3%	22%	100%	25.00%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	82.76%	YES	17%	3.45%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		66.67%			0.00%			33.33%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	0.00%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.10%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	98.98%	19.80%	YES	NO
Math						
2007-08	95.3%	22%	97.97%	15.23%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	40.38%	NO	17%	34.34%	NO	2.01%	1.92%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		77.42%			9.68%			12.90%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	50.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	18.75%	YES	NO
Math						
2007-08	95.3%	22%	100%	6.25%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	66.67%	YES	17%	0.00%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		0.00%			0.00%			100.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	0.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	27.78%	YES	NO
Math						
2007-08	95.3%	22%	100%	27.78%	YES	YES

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	60.47%	YES	17%	4.65%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		85.00%			5.00%			10.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	30.77%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.44%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.54%	10.66%	YES	NO
Math						
2007-08	95.3%	22%	97.54%	7.38%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	83.94%	YES	17%	5.96%	YES	2.01%	0.46%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		63.46%			7.69%			26.92%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	72.7%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.31%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	100%	23.64%	YES	NO
Math						
2007-08	95.3%	22%	100%	10.91%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	80.15%	YES	17%	6.87%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		98.15%			1.85%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	91.7%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	90.91%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2007-08	80.00%	50.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2007-08	0.65%	0.30%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

<i>School Year</i>	<i>State Target AYP Reading</i>	<i>State Target AYP Math</i>	<i>Met State Target? AYP Reading</i>	<i>Met State Target? AYP Math</i>
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

<i>School Year</i>	<i>State Target Participation</i>	<i>State Target Proficiency</i>	<i>District Rate Participation</i>	<i>District Rate Proficiency</i>	<i>Met State Target? Participation</i>	<i>Met State Target? Proficiency</i>
Reading						
2007-08	95.1%	28%	100%	2.22%	YES	NO
Math						
2007-08	95.3%	22%	100%	0.00%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	85.87%	YES	17%	4.35%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		94.12%			5.88%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	80.0%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	87.50%	12.50%	NO	NO
Math						
2007-08	95.3%	22%	87.50%	0.00%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	57.14%	NO	17%	14.29%	YES	2.01%	0.00%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		66.67%			0.00%			33.33%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	N/A	N/A

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	100.00%	YES

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	N/A	N/A

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	96.67%	60.00%	YES	YES
Math						
2007-08	95.3%	22%	93.33%	20.00%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	9.64%	NO	17%	0.00%	YES	2.01%	89.16%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		50.00%			50.00%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	93.8%	YES

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	8.33%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.00%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	97.50%	20.00%	YES	NO
Math						
2007-08	95.3%	22%	95.00%	5.83%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	69.44%	YES	17%	7.22%	YES	2.01%	4.44%	NO

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		37.50%			6.25%			56.25%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	69.2%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma.

School Year	State Target	District Rate	Met State Target?
2007-08	80.00%	25.00%	NO

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2007-08	0.65%	0.51%	YES

Indicator 3A: State Assessment - Participation and Performance Rates

Measurement: Percent of school districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Annual Yearly Progress (AYP) objectives for progress for disability subgroup.

School Year	State Target AYP Reading	State Target AYP Math	Met State Target? AYP Reading	Met State Target? AYP Math
2007-08	22%	27%	NO	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 3B/3C: State Assessment - Participation and Performance Rates

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
Reading						
2007-08	95.1%	28%	90.80%	10.34%	NO	NO
Math						
2007-08	95.3%	22%	95.40%	13.79%	YES	NO

New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate. Includes charters, off-site and public schools.

Indicator 4: Longterm Suspensions and Expulsions (Ages 6-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year compared to state target.

School Year	State Target	Met State Target?
2007-08	2.2%	YES

The State's definition of significant discrepancy is any school district having a risk ratio and weighted risk ratio of 5.0 or above with a "n" size greater than 10.



Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08	58%	56.84%	NO	17%	8.42%	YES	2.01%	1.58%	YES

Indicator 6: Preschool Least Restrictive Environment (LRE)

Measurement: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

School Year	In Regular Early Childhood Program 80% or more of the time			In Regular Early Childhood Program 40%-79% of the time			In Regular Early Childhood Program less than 40% of the time		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2007-08		92.86%			7.14%			0.00%	

Baseline year target to be established.

Indicator 8: Parent Involvement (Random Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2007-08	87%	75.3%	NO

The minimum "n" size must be greater than 10 or an N/A will be reflected.

Indicator 9: Disproportionality - All Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2007-08	0%	YES

Includes Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.00%	YES	N/A

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	100.0%	YES	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2007-08	100%	95%	did not participate in sampling plan	N/A	N/A

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).