



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 59.0% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.88% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 99.15% | 31.13% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.51% | 23.83% | YES | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 61.88% | No | 15.5% | 17.41% | No | 1.99% | 0.59% | 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? |
| 2008-09 | | 97.37% | | | 0.53% | | | 1.05% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 77.3% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 96.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 48% | 20% | 24% | 8% | 87.7% | 92% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 57.8% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.39% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.61% | 20.64% | NO | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.63% | 14.59% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 37.67% | No | 15.5% | 33.60% | No | 1.99% | 1.19% | 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? |
| 2008-09 | | 26.46% | | | 2.72% | | | 8.84% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 92.3% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 99.7% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 98.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 41% | 13% | 32% | 14% | 87.7% | 86% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | YES |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 15.38% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 23.08% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 80.77% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 82.7% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.18% | 27.73% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 96.36% | 25.45% | NO | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 67.39% | Yes | 15.5% | 17.71% | No | 1.99% | 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? |
| 2008-09 | | 61.95% | | | 0.00% | | | 38.05% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 100.0% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 16% | 6% | 47% | 31% | 87.7% | 69% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 51.6% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.79% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.98% | 21.84% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.98% | 18.09% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 43.55% | No | 15.5% | 20.42% | No | 1.99% | 0.19% | 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? |
| 2008-09 | | 25.76% | | | 3.03% | | | 71.21% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 88.0% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 75.0% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 45% | 18% | 18% | 18% | 87.7% | 82% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 54.6% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.47% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.38% | 15.71% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.62% | 13.33% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 73.99% | Yes | 15.5% | 11.11% | Yes | 1.99% | 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? |
| 2008-09 | | 98.25% | | | 1.75% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 63.6% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 96.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 17% | 40% | 30% | 13% | 87.7% | 87% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 48.6% | NO |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 1.15% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 96.21% | 13.79% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.24% | 9.66% | NO | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 95.19% | Yes | 15.5% | 3.41% | Yes | 1.99% | 0.40% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 88.2% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 22% | 11% | 56% | 11% | 87.7% | 89% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 30.8% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.19% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 99.13% | 22.94% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 99.57% | 12.55% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 63.94% | Yes | 15.5% | 10.62% | Yes | 1.99% | 0.66% | 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? |
| 2008-09 | | 94.81% | | | 4.44% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 96.4% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 96.2% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 25% | 0% | 75% | 0% | 87.7% | 100% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 91.5% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 15.79% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 21.05% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 90.24% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 60.0% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 61.4% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.35% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 96.69% | 17.97% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.64% | 16.78% | NO | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 47.10% | No | 15.5% | 20.18% | No | 1.99% | 1.06% | 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? |
| 2008-09 | | 85.13% | | | 0.51% | | | 2.05% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 79.0% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 90.9% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 37% | 11% | 49% | 3% | 87.7% | 97% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.39% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 10.00% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 20.00% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 91.67% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 41.0% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.77% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.09% | 18.22% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.46% | 17.80% | NO | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 65.42% | Yes | 15.5% | 10.79% | Yes | 1.99% | 2.34% | 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? |
| 2008-09 | | 36.87% | | | 4.55% | | | 58.59% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 83.3% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 22% | 24% | 43% | 11% | 87.7% | 89% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 59.3% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.72% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 5.88% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 14.71% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 77.78% | Yes | 15.5% | 3.17% | Yes | 1.99% | 1.59% | 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? |
| 2008-09 | | 50.00% | | | 0.00% | | | 25.00% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 93.2% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 93.0% | NO | NO |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.98% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 32.35% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 17.65% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 87.93% | Yes | 15.5% | 3.45% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 50.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 85.0% | NO | NO |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.55% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 34.62% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 38.46% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 62.50% | Yes | 15.5% | 1.56% | Yes | 1.99% | 3.13% | 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? |
| 2008-09 | | 96.77% | | | 3.23% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 100.0% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 89.8% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 34.78% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 95.65% | 8.70% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 92.16% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 57.4% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.63% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.98% | 12.76% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.72% | 9.95% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 67.35% | Yes | 15.5% | 10.12% | Yes | 1.99% | 2.29% | 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? |
| 2008-09 | | 96.69% | | | 0.55% | | | 0.55% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 77.2% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 99.4% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 21% | 6% | 55% | 19% | 87.7% | 81% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 92.3% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.21% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | YES |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.55% | 24.64% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.10% | 18.84% | NO | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 62.16% | Yes | 15.5% | 10.27% | Yes | 1.99% | 1.08% | 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? |
| 2008-09 | | 84.62% | | | 7.69% | | | 7.69% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 81.8% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 24% | 12% | 35% | 29% | 87.7% | 71% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | N/A | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | N/A | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 80.00% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 66.67% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 33.33% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 100.00% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 42.3% | NO |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.52% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 16.67% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.15% | 12.96% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 86.60% | Yes | 15.5% | 0.00% | Yes | 1.99% | 2.06% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 97.1% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 78.3% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.61% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.13% | 9.06% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.50% | 5.00% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 60.36% | No | 15.5% | 13.75% | Yes | 1.99% | 1.59% | 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? |
| 2008-09 | | 96.40% | | | 2.70% | | | 0.90% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 76.9% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 19% | 4% | 63% | 15% | 87.7% | 85% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 50.00% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 50.00% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 100.00% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | N/A (no files > 15 years old) | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 85.0% | NO | NO |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 42.6% | NO |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.60% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.39% | 17.74% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 96.77% | 11.29% | NO | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 86.67% | Yes | 15.5% | 2.22% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 90.0% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 36% | 36% | 14% | 14% | 87.7% | 86% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 37.50% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 31.25% | YES | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 68.97% | Yes | 15.5% | 3.45% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 28.7% | NO |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 3.02% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.22% | 8.33% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.22% | 8.33% | NO | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 85.71% | Yes | 15.5% | 0.00% | Yes | 1.99% | 3.57% | 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? |
| 2008-09 | | 91.67% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | N/A | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | N/A | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 75.00% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 50.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 44.4% | NO |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 1.02% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | YES |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 93.53% | 22.41% | NO | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 93.53% | 15.52% | NO | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 42.32% | No | 15.5% | 14.25% | Yes | 1.99% | 4.23% | 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? |
| 2008-09 | | 14.55% | | | 1.82% | | | 7.27% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 76.9% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 93.8% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 97.5% | NO | YES |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 77.4% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.71% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | YES |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 96.61% | 38.98% | NO | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 94.92% | 27.12% | NO | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 52.59% | No | 15.5% | 5.17% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 80.0% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.55% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 13.33% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 6.67% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 95.77% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 70.0% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 48.7% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.93% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.24% | 20.64% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.56% | 14.56% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 47.95% | No | 15.5% | 21.02% | No | 1.99% | 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? |
| 2008-09 | | 91.94% | | | 2.15% | | | 5.91% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 72.7% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 89.8% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 33% | 4% | 42% | 21% | 87.7% | 79% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 16.67% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 16.67% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 97.44% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 78.4% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.91% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 38.89% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 94.44% | 16.67% | NO | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 78.05% | Yes | 15.5% | 14.63% | Yes | 1.99% | 2.44% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 50.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 22.0% | NO |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.43% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.43% | 18.40% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.42% | 15.60% | NO | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 38.17% | No | 15.5% | 29.08% | No | 1.99% | 1.94% | 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? |
| 2008-09 | | 39.56% | | | 1.47% | | | 58.97% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 90.9% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 97.2% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 61.1% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 19% | 23% | 32% | 26% | 87.7% | 74% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 95.0% | NO | YES |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 39.7% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.99% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.16% | 12.04% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.99% | 8.88% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 64.59% | Yes | 15.5% | 9.92% | Yes | 1.99% | 1.48% | 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? |
| 2008-09 | | 97.45% | | | 2.04% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 79.2% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 97.8% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 19% | 19% | 29% | 33% | 87.7% | 67% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 95.0% | NO | YES |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 25.00% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 25.00% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 93.75% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 40.7% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.88% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 96.77% | 12.90% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 96.31% | 7.37% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 53.79% | No | 15.5% | 15.91% | No | 1.99% | 0.51% | 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? |
| 2008-09 | | 80.95% | | | 5.71% | | | 12.38% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 72.7% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 92.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 21% | 33% | 36% | 9% | 87.7% | 91% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.78% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.44% | 10.26% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 7.69% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 66.20% | Yes | 15.5% | 4.23% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 59.8% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.08% | 5.77% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.08% | 3.85% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 83.74% | Yes | 15.5% | 8.13% | Yes | 1.99% | 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? |
| 2008-09 | | 43.24% | | | 5.41% | | | 51.35% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 88.2% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 67.9% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.08% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 99.01% | 17.24% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.53% | 11.55% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 65.70% | Yes | 15.5% | 16.62% | No | 1.99% | 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? |
| 2008-09 | | 99.25% | | | 0.00% | | | 0.75% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 81.8% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 21% | 25% | 18% | 36% | 87.7% | 64% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 2.08% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | N/A | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | N/A | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 72.73% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | N/A | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 8.70% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 30.43% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 100.00% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |

2008-09
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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 30.6% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.20% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 16.67% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 50.00% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 90.91% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 23.53% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 11.76% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 77.78% | Yes | 15.5% | 8.33% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.09% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 95.83% | 12.50% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 95.83% | 4.17% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 83.33% | Yes | 15.5% | 0.00% | Yes | 1.99% | 2.38% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 26.5% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 6.90% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 6.90% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 57.35% | No | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 18.18% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 9.09% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 94.44% | Yes | 15.5% | 5.56% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 97.5% | NO | YES |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 59.0% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 1.16% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.18% | 19.97% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.18% | 15.22% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 49.60% | No | 15.5% | 7.96% | Yes | 1.99% | 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? |
| 2008-09 | | 35.12% | | | 64.88% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 78.8% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 84.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 45% | 14% | 34% | 7% | 87.7% | 93% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 97.5% | NO | YES |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 77.8% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 1.75% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.84% | 20.54% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.33% | 10.16% | NO | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 45.97% | No | 15.5% | 23.49% | No | 1.99% | 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? |
| 2008-09 | | 35.00% | | | 0.00% | | | 65.00% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 85.7% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 77.3% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 80% | 0% | 20% | 0% | 87.7% | 100% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | N/A | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | N/A | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 68.00% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.78% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 89.74% | 12.82% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 7.69% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 59.52% | No | 15.5% | 8.33% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 77.0% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.26% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | YES |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.02% | 47.19% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.68% | 36.30% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 74.73% | Yes | 15.5% | 5.13% | Yes | 1.99% | 0.18% | 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? |
| 2008-09 | | 91.67% | | | 0.00% | | | 5.00% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 79.4% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 73% | 12% | 15% | 0% | 87.7% | 100% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 39.8% | NO |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 1.86% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | YES |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.24% | 18.82% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.65% | 15.88% | NO | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 52.11% | No | 15.5% | 17.53% | No | 1.99% | 1.34% | 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? |
| 2008-09 | | 26.79% | | | 0.60% | | | 70.83% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 71.4% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 95.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 55% | 23% | 19% | 3% | 87.7% | 97% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.55% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 23.53% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 11.76% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 86.21% | Yes | 15.5% | 3.45% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 73.5% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.92% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | YES |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.67% | 16.67% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.67% | 12.67% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 84.03% | Yes | 15.5% | 0.64% | Yes | 1.99% | 1.28% | 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? |
| 2008-09 | | 99.57% | | | 0.43% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 95.0% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 96.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 19% | 0% | 56% | 25% | 87.7% | 75% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 68.2% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.34% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 12.50% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 8.33% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 81.93% | Yes | 15.5% | 0.00% | Yes | 1.99% | 1.20% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 80.0% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 85.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 22.22% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 11.11% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 93.75% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 50.00% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.83% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | N/A | N/A | N/A | N/A |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | N/A | N/A | N/A | N/A |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 87.50% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 29.41% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 29.41% | YES | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 86.11% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 46.4% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 92.86% | 28.57% | NO | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 92.86% | 21.43% | NO | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 62.26% | Yes | 15.5% | 5.66% | Yes | 1.99% | 5.66% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 83.4% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 1.15% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 94.44% | 16.67% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.22% | 2.78% | NO | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 46.67% | No | 15.5% | 5.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 85.7% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 50.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 69.6% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.56% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 96.44% | 19.11% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.22% | 13.78% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 56.40% | No | 15.5% | 9.40% | Yes | 1.99% | 0.78% | 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? |
| 2008-09 | | 84.75% | | | 5.08% | | | 10.17% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 95.3% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 55% | 27% | 9% | 9% | 87.7% | 91% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 75.00% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 25.00% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 83.33% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 0.00% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 50.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 57.9% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.92% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 8.82% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.06% | 2.94% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 78.00% | Yes | 15.5% | 4.00% | Yes | 1.99% | 2.00% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | N/A | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 11.43% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 14.29% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 89.47% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 70.4% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.50% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | YES |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 7.55% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 9.43% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 86.24% | Yes | 15.5% | 0.92% | Yes | 1.99% | 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? |
| 2008-09 | | 80.77% | | | 0.00% | | | 19.23% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 24% | 12% | 12% | 53% | 87.7% | 47% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 2.7% | NO |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 89.66% | 24.14% | NO | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 89.66% | 13.79% | NO | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 80.95% | Yes | 15.5% | 1.59% | Yes | 1.99% | 1.59% | 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? |
| 2008-09 | | 33.33% | | | 0.00% | | | 66.67% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 91.7% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 55.0% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.17% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 93.17% | 8.07% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 93.79% | 6.83% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 77.21% | Yes | 15.5% | 2.38% | Yes | 1.99% | 0.34% | 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? |
| 2008-09 | | 29.03% | | | 0.00% | | | 32.26% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 70.0% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 77.8% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 71.4% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.39% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 99.45% | 15.30% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 99.45% | 11.54% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 52.23% | No | 15.5% | 14.54% | Yes | 1.99% | 0.30% | 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? |
| 2008-09 | | 93.00% | | | 1.00% | | | 6.00% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 75.0% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 8.33% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 8.33% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 100.00% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | N/A (no files > 15 years old) | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.70% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 27.91% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.67% | 16.28% | NO | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 98.82% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 7.9% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.23% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.89% | 17.89% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 96.88% | 17.71% | NO | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 73.89% | Yes | 15.5% | 3.89% | Yes | 1.99% | 0.56% | 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? |
| 2008-09 | | 95.52% | | | 1.49% | | | 2.99% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 92.9% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 88.9% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 50% | 19% | 13% | 19% | 87.7% | 81% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.67% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 25.00% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 93.75% | 6.25% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 86.67% | Yes | 15.5% | 3.33% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 90.9% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 70.0% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.87% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.33% | 27.00% | NO | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.02% | 23.05% | YES | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 61.80% | No | 15.5% | 22.92% | No | 1.99% | 0.29% | 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? |
| 2008-09 | | 26.16% | | | 53.05% | | | 19.71% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 89.3% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 99.3% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 91.7% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 52% | 15% | 17% | 15% | 87.7% | 85% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 55.9% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 1.16% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | YES |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 99.09% | 27.90% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.73% | 33.15% | YES | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 49.21% | No | 15.5% | 17.92% | No | 1.99% | 0.35% | 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? |
| 2008-09 | | 14.74% | | | 64.74% | | | 7.23% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 78.3% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 32% | 11% | 47% | 11% | 87.7% | 89% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 75.00% | N/A | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 50.00% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 100.00% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 75.3% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.43% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 98.08% | 12.82% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.72% | 12.18% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 46.07% | No | 15.5% | 19.10% | No | 1.99% | 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? |
| 2008-09 | | 80.00% | | | 10.00% | | | 7.50% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 75.0% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | N/A | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | N/A | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 100.00% | Yes | 15.5% | 0.00% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 47.5% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.20% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.11% | 18.77% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 96.55% | 14.93% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 58.62% | No | 15.5% | 12.30% | Yes | 1.99% | 0.82% | 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? |
| 2008-09 | | 78.11% | | | 5.92% | | | 14.79% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 63.6% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 97.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 39% | 16% | 34% | 11% | 87.7% | 89% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 83.5% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.06% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 24.24% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 18.18% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 94.92% | Yes | 15.5% | 5.08% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 83.3% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 75.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 55.7% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.58% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.77% | 13.97% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 99.44% | 13.41% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 46.67% | No | 15.5% | 21.11% | No | 1.99% | 1.39% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 92.3% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 73.7% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 13% | 13% | 40% | 33% | 87.7% | 67% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 90.0% | NO | NO |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 81.2% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.17% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.89% | 16.20% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.59% | 12.68% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 67.82% | Yes | 15.5% | 12.64% | Yes | 1.99% | 1.53% | 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? |
| 2008-09 | | 83.33% | | | 3.33% | | | 13.33% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 71.4% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 91.0% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 0% | 27% | 36% | 36% | 87.7% | 64% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 16.67% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 25.00% | YES | YES |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 80.00% | Yes | 15.5% | 3.33% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 22.8% | NO |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 1.48% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 96.31% | 22.95% | NO | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 94.67% | 14.34% | NO | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 44.30% | No | 15.5% | 30.92% | No | 1.99% | 2.63% | 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? |
| 2008-09 | | 92.31% | | | 6.15% | | | 1.54% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 63.2% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 0.0% | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 95.5% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 70.0% | NO | NO |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 33.33% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 25.00% | YES | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 77.78% | Yes | 15.5% | 7.41% | Yes | 1.99% | 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? |
| 2008-09 | | 11.11% | | | 11.11% | | | 77.78% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 100.0% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 21.05% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 21.05% | YES | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 61.90% | No | 15.5% | 4.76% | Yes | 1.99% | 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? |
| 2008-09 | | 25.00% | | | 0.00% | | | 75.00% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 49.5% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.50% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 16.26% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 13.82% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 78.03% | Yes | 15.5% | 8.52% | Yes | 1.99% | 2.24% | 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? |
| 2008-09 | | 55.81% | | | 0.00% | | | 41.86% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 85.0% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 45% | 0% | 36% | 18% | 87.7% | 82% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 23.9% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.32% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 96.15% | 13.46% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 98.08% | 13.46% | YES | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 82.79% | Yes | 15.5% | 4.92% | Yes | 1.99% | 2.46% | 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? |
| 2008-09 | | 95.31% | | | 3.13% | | | 1.56% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 84.6% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 64.3% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.30% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 18.42% | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 10.53% | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 72.37% | Yes | 15.5% | 10.53% | Yes | 1.99% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 10% | 0% | 60% | 30% | 87.7% | 70% | NO |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | N/A | N/A |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | N/A | YES | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | N/A | YES | NO |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 61.54% | No | 15.5% | 7.69% | Yes | 1.99% | 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? |
| 2008-09 | | 50.00% | | | 0.00% | | | 50.00% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | N/A | N/A |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | 52% | 90.2% | YES |

N/A reflects an "n" size smaller than 10.

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> |
|--------------------|---------------------|----------------------|--------------------------|
| 2008-09 | | 0.00% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| <i>School Year</i> | <i>State Target AYP</i> | <i>Met State Target AYP?</i> |
|--------------------|-------------------------|------------------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 100% | 56.52% | YES | YES |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 100% | 34.78% | YES | YES |

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> |
|--------------------|---------------------|--------------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 9.84% | No | 15.5% | 0.00% | Yes | 1.99% | 90.16% | 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? |
| 2008-09 | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 95.8% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | N/A (no files > 15 years old) | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | 25% | 58% | 8% | 8% | 87.7% | 92% | YES |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 73.4% | YES |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 1.02% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 93.81% | 15.93% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 92.92% | 8.85% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 70.15% | Yes | 15.5% | 7.96% | Yes | 1.99% | 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? |
| 2008-09 | | 20.00% | | | 13.33% | | | 66.67% | |

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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 69.2% | NO |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |



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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 52% | 43.9% | NO |

N/A reflects an "n" size smaller than 10.

Indicator 2: Dropout Rates

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

| School Year | State Target | District Rate | Met State Target? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | | 0.55% | |

Baseline year target to be established

Indicator 3A: State Assessment - Participation and Performance Rates

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

| School Year | State Target AYP | Met State Target AYP? |
|-------------|------------------|-----------------------|
| 2008-09 | 44.4% | N/A |

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 | | | | | | |
| 2008-09 | 97.8% | 20.1% | 97.67% | 10.47% | NO | NO |
| Math | | | | | | |
| 2008-09 | 97.7% | 15.5% | 97.67% | 15.12% | NO | NO |

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? |
|-------------|--------------|-------------------|
| 2008-09 | 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? |
| 2008-09 | 62% | 51.22% | No | 15.5% | 12.20% | Yes | 1.99% | 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? |
| 2008-09 | | 95.83% | | | 4.17% | | | 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? |
|-------------|--------------|---------------|-------------------|
| 2008-09 | 87.5% | 100.0% | YES |

N/A reflects a sample size smaller than 10.

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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 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? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 93.3% | 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 14: Post School Outcomes

Measurement: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

| School Year | Work & Post Secondary Education Training % | Post Secondary Education Training Only % | Employed only % | No Employment & No Post Secondary Education Training % | State Target | District Rate | Met State Target? |
|-------------|--|--|-----------------|--|--------------|---------------|-------------------|
| 2008-09 | N/A | N/A | N/A | N/A | 87.7% | N/A | N/A |

N/A reflects that the sample size was smaller than 10.

Indicator 20: Timely and Accurate Data Reporting

Measurement: Percent of LEAs that report data that is timely and accurate.

| School Year | State Compliance Target | Substantial Compliance Target | District Rate | Met State Compliance Target? | Met Substantial Compliance Target? |
|-------------|-------------------------|-------------------------------|---------------|------------------------------|------------------------------------|
| 2008-09 | 100% | 95% | 100.0% | YES | N/A |