



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	47.4%	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?
2009-10	6.15%	4.72%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	29%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	20%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	52.34%	NO	14%	23.89%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	90.9%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	73.3%	YES
N/A reflects a sample size smaller than 10.				

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	50.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	46.7%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	90.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	60.0%	NO
N/A reflects a sample size smaller than 10.				



### 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?
2009-10	88%	91.3%	YES

### 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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	99.2%	NO	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	65.7%	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?
2009-10	6.15%	6.58%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	20%	YES	NO
<b>Math</b>						
2009-10	95%	64%	99%	17%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	33.68%	NO	14%	37.59%	NO	1.98%	1.04%	YES

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	75.6%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	62.4%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	69.9%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	57.2%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	72.3%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	67.9%	NO
N/A reflects a sample size smaller than 10.				



**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?
2009-10	88%	67.6%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	100%	95%	92.5%	NO	NO

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

**Indicator 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	85.9%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.





**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	96.15%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: ANIMAS School District  
(Charters Included)**

**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?
2009-10	88%	80.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	69.3%	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?
2009-10	6.15%	3.81%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	29%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	23%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: ARTESIA School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	67.21%	YES	14%	20.37%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	70.8%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	77.9%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	76.5%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	83.8%	YES

N/A reflects a sample size smaller than 10.





**DISTRICT: ARTESIA School District  
(Charters Included)**

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	56.9%	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?
2009-10	6.15%	10.00%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	23%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	24%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	43.54%	NO	14%	20.91%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	81.6%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	48.9%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	65.9%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	36.2%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	73.8%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	48.9%	NO

N/A reflects a sample size smaller than 10.



**DISTRICT: AZTEC School District**  
(Charters Included)

**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?
2009-10	88%	93.8%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	41.1%	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?
2009-10	6.15%	9.52%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	15%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	9%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	73.87%	YES	14%	11.44%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	68.3%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	62.4%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	69.5%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	68.8%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	65.3%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	73.1%	YES

N/A reflects a sample size smaller than 10.





**DISTRICT: BELEN School District**  
(Charters Included)

**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?
2009-10	88%	81.8%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	44.3%	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.

School Year	State Target	District Rate	Met State Target?
2009-10	6.15%	5.99%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	13%	YES	NO
<b>Math</b>						
2009-10	95%	64%	99%	10%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: BERNALILLO School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	95.92%	YES	14%	3.00%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	83.3%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	77.8%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	66.7%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	81.3%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	70.4%	NO

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	80.8%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	54.2%	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?
2009-10	6.15%	5.65%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	18%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	18%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	65.91%	NO	14%	10.38%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	84.4%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	64.4%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	77.8%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	62.7%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	93.9%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	72.9%	YES

N/A reflects a sample size smaller than 10.





**DISTRICT: BLOOMFIELD School District**  
(Charters Included)

**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?
2009-10	88%	85.7%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	52.7%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CAPITAN School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: CAPITAN School District**  
(Charters Included)

**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	60.6%	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?
2009-10	6.15%	2.82%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	22%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	17%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CARLSBAD School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	58.45%	NO	14%	13.62%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	77.1%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	77.1%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	76.1%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	76.3%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	80.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	80.2%	YES

N/A reflects a sample size smaller than 10.





**DISTRICT: CARLSBAD School District**  
(Charters Included)

**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?
2009-10	88%	80.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: CARRIZOZO School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CARRIZOZO School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	91.67%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: CARRIZOZO School District  
(Charters Included)**

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: CENTRAL CONS. School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	38.1%	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?
2009-10	6.15%	6.19%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	28%	YES	NO
<b>Math</b>						
2009-10	95%	64%	99%	23%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CENTRAL CONS. School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	60.00%	NO	14%	12.68%	YES	1.98%	1.46%	YES

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	61.5%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	57.8%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	68.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	64.4%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	52.2%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	60.0%	NO

N/A reflects a sample size smaller than 10.





**DISTRICT: CENTRAL CONS. School District**  
(Charters Included)

**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?
2009-10	88%	72.7%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	100%	95%	97.9%	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	15.3%	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.

School Year	State Target	District Rate	Met State Target?
2009-10	6.15%	19.51%	NO

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	97.44%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	81.8%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	16%	N/A	YES
<b>Math</b>						
2009-10	95%	64%	N/A	6%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CHAMA School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	67.27%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





### 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?
2009-10	88%	100.0%	YES

### 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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	81.6%	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?
2009-10	6.15%	9.09%	NO

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CIMARRON School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	75.51%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: CIMARRON School District**  
(Charters Included)

**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?
2009-10	88%	77.8%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CLAYTON School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	55.77%	NO	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	50.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	75.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	85.7%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	66.7%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	60.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	66.7%	NO

N/A reflects a sample size smaller than 10.



**DISTRICT: CLAYTON School District**  
(Charters Included)

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	74.1%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CLOUDCROFT School District**  
(Charters Included)

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	90.24%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: CLOUDCROFT School District**  
(Charters Included)

**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?
2009-10	88%	72.7%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	45.5%	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?
2009-10	6.15%	8.90%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	11%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	8%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CLOVIS School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	67.24%	YES	14%	8.96%	YES	1.98%	2.09%	NO

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	81.6%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	65.0%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	81.2%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	59.2%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	79.4%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	73.3%	YES
N/A reflects a sample size smaller than 10.				



**DISTRICT: CLOVIS School District**  
(Charters Included)

**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?
2009-10	88%	88.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: COBRE CONS. School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	76.7%	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?
2009-10	6.15%	3.13%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	97%	17%	YES	NO
<b>Math</b>						
2009-10	95%	64%	96%	14%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: COBRE CONS. School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	66.45%	YES	14%	12.50%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	85.7%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	85.7%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	77.8%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	89.3%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	77.8%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	92.9%	YES

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	75.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: CORONA School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: CORONA School District**  
(Charters Included)

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	50.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	32.1%	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?
2009-10	6.15%	4.17%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	11%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	9%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	90.63%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	96.3%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	55.6%	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?
2009-10	6.15%	5.81%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	12%	YES	NO
<b>Math</b>						
2009-10	95%	64%	97%	8%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: DEMING School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	57.74%	NO	14%	15.87%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	90.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	89.1%	YES
N/A reflects a sample size smaller than 10.				

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	85.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	89.1%	YES
N/A reflects a sample size smaller than 10.				

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	81.8%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	89.1%	YES
N/A reflects a sample size smaller than 10.				



**DISTRICT: DEMING School District**  
(Charters Included)

**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?
2009-10	88%	81.3%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	89.4%	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?
2009-10	6.15%	2.17%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	14%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	7%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: DEXTER School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	91.67%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	74.19%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	34.5%	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?
2009-10	6.15%	15.00%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	12%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	3%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: DULCE School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	84.52%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: DULCE School District**  
(Charters Included)

**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?
2009-10	88%	83.3%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	38.6%	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?
2009-10	6.15%	12.23%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	21%	YES	NO
<b>Math</b>						
2009-10	95%	64%	99%	15%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: ESPANOLA School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	49.78%	NO	14%	12.00%	YES	1.98%	2.44%	NO

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	68.4%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	85.7%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	63.2%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	63.6%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	73.7%	YES

N/A reflects a sample size smaller than 10.



**DISTRICT: ESPANOLA School District**  
(Charters Included)

**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?
2009-10	88%	54.6%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	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 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?
2009-10	100%	95%	31.3%	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 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?
2009-10	100%	95%	93.7%	NO	NO



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	27.9%	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?
2009-10	6.15%	12.12%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	25%	YES	NO
<b>Math</b>						
2009-10	95%	64%	97%	13%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: ESTANCIA School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	47.58%	NO	14%	9.68%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: ESTANCIA School District  
(Charters Included)**

**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?
2009-10	88%	78.9%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	6.45%	NO

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	7%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	7%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	83.08%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	70.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	40.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	50.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	20.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	60.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	0.0%	NO

N/A reflects a sample size smaller than 10.



**DISTRICT: EUNICE School District  
(Charters Included)**

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	48.4%	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?
2009-10	6.15%	6.71%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	96%	22%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	16%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	56.52%	NO	14%	19.69%	NO	1.98%	1.28%	YES

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	65.9%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	70.0%	YES
N/A reflects a sample size smaller than 10.				

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	67.9%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	54.3%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	70.6%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	70.0%	NO
N/A reflects a sample size smaller than 10.				





**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?
2009-10	88%	96.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	100%	95%	96.3%	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	96.88%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



### 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?
2009-10	88%	80.0%	NO

### 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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: FT SUMNER School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	72.73%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	50.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	57.1%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	50.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	42.9%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	50.0%	NO

N/A reflects a sample size smaller than 10.





**DISTRICT: FT SUMNER School District**  
(Charters Included)

**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?
2009-10	88%	83.3%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	38.3%	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.

School Year	State Target	District Rate	Met State Target?
2009-10	6.15%	3.17%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	15%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	13%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: GADSDEN School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	40.75%	NO	14%	25.94%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	77.8%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	57.6%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	71.9%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	56.5%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	80.4%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	69.4%	NO

N/A reflects a sample size smaller than 10.



**DISTRICT: GADSDEN School District**  
(Charters Included)

**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?
2009-10	88%	95.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	38.5%	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?
2009-10	6.15%	5.73%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	97%	13%	YES	NO
<b>Math</b>						
2009-10	95%	64%	97%	10%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: GALLUP School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	61.94%	NO	14%	9.52%	YES	1.98%	1.48%	YES

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	84.4%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	58.3%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	76.9%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	38.3%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	79.3%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	60.0%	NO
N/A reflects a sample size smaller than 10.				





### 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?
2009-10	88%	85.0%	NO

### 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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	99.2%	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	26.1%	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?
2009-10	6.15%	15.79%	NO

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: GRADY School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	93.33%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: GRADY School District**  
(Charters Included)

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	47.6%	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?
2009-10	6.15%	5.19%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	12%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	14%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: GRANTS School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	58.66%	NO	14%	10.64%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	60.9%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	62.8%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	46.4%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	53.5%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	52.6%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	72.1%	YES

N/A reflects a sample size smaller than 10.



**DISTRICT: GRANTS School District**  
(Charters Included)

**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?
2009-10	88%	82.5%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: HAGERMAN School District**  
(Charters Included)

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	6%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	10%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: HAGERMAN School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	70.91%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: HAGERMAN School District**  
(Charters Included)

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: HATCH School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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.

School Year	State Target	District Rate	Met State Target?
2009-10	6.15%	8.00%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	11%	YES	NO
<b>Math</b>						
2009-10	95%	64%	94%	7%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: HATCH School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	86.18%	YES	14%	8.94%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: HATCH School District  
(Charters Included)**

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	96.8%	NO	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	50.6%	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?
2009-10	6.15%	5.15%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	14%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	11%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: HOBBS School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	63.01%	NO	14%	15.46%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	55.6%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	3.7%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	55.6%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	3.7%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	55.6%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	3.7%	NO

N/A reflects a sample size smaller than 10.





**DISTRICT: HOBBS School District**  
(Charters Included)

**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?
2009-10	88%	80.3%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: HONDO School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	92.86%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	66.7%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	48%	N/A	YES
<b>Math</b>						
2009-10	95%	64%	N/A	52%	N/A	YES

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	97.06%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	75.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: HOUSE School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: HOUSE School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	91.67%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: HOUSE School District  
(Charters Included)**

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	7.69%	NO

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: JAL School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	80.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	85.7%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	95.2%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	72.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	66.7%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	95.2%	YES

N/A reflects a sample size smaller than 10.



### 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?
2009-10	88%	100.0%	YES

### 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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	88.89%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	89.0%	NO	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	56.7%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	61.97%	NO	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	33.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: LAKE ARTHUR School District**  
(Charters Included)

**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	62.9%	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?
2009-10	6.15%	7.52%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	21%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	17%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: LAS CRUCES School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	93.11%	YES	14%	1.06%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: LAS CRUCES School District**  
(Charters Included)

**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?
2009-10	88%	85.3%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	100%	95%	99.1%	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 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?
2009-10	100%	95%	93.7%	NO	NO



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	50.2%	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?
2009-10	6.15%	2.41%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	15%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	11%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	48.91%	NO	14%	22.99%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	80.7%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	58.3%	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	17.4%	NO	NO

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

**Indicator 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?
2009-10	100%	95%	84.3%	NO	NO



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: LOGAN School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	65.52%	NO	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	68.8%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	68.8%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	81.3%	YES

N/A reflects a sample size smaller than 10.



**DISTRICT: LOGAN School District**  
(Charters Included)

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	17.5%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	16%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	6%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	60.56%	NO	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	33.3%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	46.7%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	83.3%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	53.3%	NO

N/A reflects a sample size smaller than 10.





### 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?
2009-10	88%	85.7%	NO

### 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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	84.7%	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?
2009-10	6.15%	6.92%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	48%	YES	NO
<b>Math</b>						
2009-10	95%	64%	99%	39%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	77.47%	YES	14%	3.85%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	69.6%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	43.8%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	69.6%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	31.3%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	80.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	37.5%	NO

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	84.5%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	88.0%	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	85.2%	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?
2009-10	6.15%	5.65%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	97%	16%	YES	NO
<b>Math</b>						
2009-10	95%	64%	97%	14%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: LOS LUNAS School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	50.11%	NO	14%	18.71%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	92.6%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	89.7%	YES
N/A reflects a sample size smaller than 10.				

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	92.9%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	81.4%	YES
N/A reflects a sample size smaller than 10.				

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	85.7%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	86.6%	YES
N/A reflects a sample size smaller than 10.				





**DISTRICT: LOS LUNAS School District  
(Charters Included)**

**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?
2009-10	88%	75.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	100%	95%	24.0%	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: LOVING School District**  
(Charters Included)

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	25%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	31%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: LOVING School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	84.62%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	55.6%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	18.2%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	63.6%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	27.3%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	54.5%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	18.2%	NO

N/A reflects a sample size smaller than 10.



**DISTRICT: LOVING School District**  
(Charters Included)

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	87.5%	NO	NO

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

**Indicator 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	46.2%	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?
2009-10	6.15%	6.80%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	19%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	13%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: LOVINGTON School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	81.12%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	84.7%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	76.4%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	81.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	70.3%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	84.4%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	84.1%	YES

N/A reflects a sample size smaller than 10.





**DISTRICT: LOVINGTON School District**  
(Charters Included)

**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	95.0%	NO	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	3.57%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	97%	5%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	5%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: MAGDALENA School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	69.62%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: MAGDALENA School District**  
(Charters Included)

**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?
2009-10	88%	87.5%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	94.4%	NO	NO

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

**Indicator 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: MAXWELL School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: MAXWELL School District**  
(Charters Included)

**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?
2009-10	88%	50.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	13.33%	NO

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: MELROSE School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	92.11%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: MELROSE School District  
(Charters Included)**

**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?
2009-10	88%	70.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	61.3%	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?
2009-10	6.15%	8.70%	NO

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	19%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	19%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: MESA VISTA School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	52.08%	NO	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: MESA VISTA School District**  
(Charters Included)

**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?
2009-10	88%	71.4%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	41.4%	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?
2009-10	6.15%	5.26%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	14%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	9%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	47.17%	NO	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	91.7%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	48.3%	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.

School Year	State Target	District Rate	Met State Target?
2009-10	6.15%	2.38%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	97%	18%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	17%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	68.98%	YES	14%	9.43%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	81.8%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	83.3%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	83.3%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	71.4%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	79.2%	YES

N/A reflects a sample size smaller than 10.



**DISTRICT: MORIARTY School District  
(Charters Included)**

**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?
2009-10	88%	90.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: MOSQUERO School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: MOSQUERO School District  
(Charters Included)**

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: MOUNTAINAIR School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	4.00%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	16%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	8%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: MOUNTAINAIR School District**  
(Charters Included)

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	64.41%	NO	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



### 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?
2009-10	88%	91.7%	YES

### 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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	96.0%	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	4.35%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	75.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	11%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	14%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	66.7%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: PECOS School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	6.4%	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?
2009-10	6.15%	6.67%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	11%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	11%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: PECOS School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	97.44%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: PECOS School District**  
(Charters Included)

**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?
2009-10	88%	42.9%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	33.3%	NO	NO

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

**Indicator 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: PENASCO School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	68.3%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	20%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	12%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: PENASCO School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	72.73%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: PENASCO School District**  
(Charters Included)

**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?
2009-10	88%	80.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	92.9%	NO	NO

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

**Indicator 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	67.8%	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?
2009-10	6.15%	8.47%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	7%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	13%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	60.54%	NO	14%	4.98%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: POJOAQUE School District**  
(Charters Included)

**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?
2009-10	88%	78.6%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	24.8%	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?
2009-10	6.15%	9.57%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	16%	YES	NO
<b>Math</b>						
2009-10	95%	64%	99%	10%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	73.84%	YES	14%	12.26%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	70.4%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	62.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	68.3%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	60.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	66.0%	NO

N/A reflects a sample size smaller than 10.



**DISTRICT: PORTALES School District**  
(Charters Included)

**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?
2009-10	88%	96.3%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: QUEMADO School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	100.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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.

School Year	State Target	District Rate	Met State Target?
2009-10	6.15%	9.09%	NO

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	15%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	4%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: QUESTA School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	94.05%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: QUESTA School District  
(Charters Included)**

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	3.70%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	29%	YES	YES
<b>Math</b>						
2009-10	95%	64%	100%	24%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: RATON School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	67.32%	YES	14%	6.54%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	69.2%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	79.3%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	81.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	55.2%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	88.9%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	89.7%	YES

N/A reflects a sample size smaller than 10.





### 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?
2009-10	88%	100.0%	YES

### 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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: RESERVE School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: RESERVE School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	86.67%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: RESERVE School District  
(Charters Included)**

**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?
2009-10	88%	37.5%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	61.7%	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?
2009-10	6.15%	4.20%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	24%	YES	NO
<b>Math</b>						
2009-10	95%	64%	99%	19%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	58.80%	NO	14%	23.37%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	77.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	69.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	81.6%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	68.3%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	62.7%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	76.2%	YES

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	90.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	55.4%	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?
2009-10	6.15%	9.25%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	41%	YES	NO
<b>Math</b>						
2009-10	95%	64%	99%	37%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: ROSWELL School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	49.86%	NO	14%	11.92%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	82.3%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	81.9%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	81.3%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	81.9%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	78.3%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	82.8%	YES

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	80.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	90.6%	NO	NO



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	64.2%	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?
2009-10	6.15%	2.82%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	6%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	7%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: RUIDOSO School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	54.01%	NO	14%	11.39%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	60.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	56.3%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	58.3%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	43.8%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	55.6%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	68.8%	NO

N/A reflects a sample size smaller than 10.



**DISTRICT: RUIDOSO School District**  
(Charters Included)

**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?
2009-10	88%	86.7%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: SAN JON School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: SAN JON School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	47.1%	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?
2009-10	6.15%	5.02%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	18%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	14%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	61.05%	NO	14%	13.33%	YES	1.98%	1.27%	YES

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	54.2%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	44.9%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	52.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	52.6%	NO
N/A reflects a sample size smaller than 10.				

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	58.2%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	53.8%	NO
N/A reflects a sample size smaller than 10.				



**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?
2009-10	88%	90.9%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	99.0%	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?
2009-10	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 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?
2009-10	100%	95%	97.5%	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	93%	15%	NO	NO
<b>Math</b>						
2009-10	95%	64%	97%	8%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	95.00%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





### 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?
2009-10	88%	81.8%	NO

### 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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	71.8%	NO	NO



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	60.6%	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?
2009-10	6.15%	3.40%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	10%	YES	NO
<b>Math</b>						
2009-10	95%	64%	97%	12%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	49.54%	NO	14%	18.65%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**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?
2009-10	88%	88.9%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	93.9%	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	57.0%	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?
2009-10	6.15%	1.49%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	14%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	13%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: SOCORRO School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	66.93%	YES	14%	13.23%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	87.5%	YES
N/A reflects a sample size smaller than 10.				

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	81.3%	YES
N/A reflects a sample size smaller than 10.				

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	69.2%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	56.3%	NO
N/A reflects a sample size smaller than 10.				



**DISTRICT: SOCORRO School District  
(Charters Included)**

**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?
2009-10	88%	64.7%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: SPRINGER School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	80.65%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.





**DISTRICT: SPRINGER School District**  
(Charters Included)

**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?
2009-10	88%	100.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**State Supported School: New Mexico School for the Blind and Visually Impaired**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**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?
2009-10	88%	80.0%	NO

**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?
2009-10	100%	95%	N/A	N/A	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).



**State Supported School: New Mexico School for the Deaf**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	100%	95%	N/A	N/A	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).



**State Supported School: New Mexico School for the Deaf**

**Indicator 13: Post Secondary Measurable Goals and Transition**

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

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2009-10	100%	95%	63.0%	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 20: Timely and Accurate Data Reporting**

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

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2009-10	100%	95%	100.0%	YES	YES



**State Supported School: New Mexico School for the Blind and Visually Impaired**

***Indicator 13: Post Secondary Measurable Goals and Transition***

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

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2009-10	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 20: Timely and Accurate Data Reporting***

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

<i>School Year</i>	<i>State Compliance Target</i>	<i>Substantial Compliance Target</i>	<i>District Rate</i>	<i>Met State Compliance Target?</i>	<i>Met Substantial Compliance Target?</i>
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	60.8%	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?
2009-10	6.15%	6.85%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	12%	YES	NO
<b>Math</b>						
2009-10	95%	64%	99%	12%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.





**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	43.89%	NO	14%	26.25%	NO	1.98%	2.40%	NO

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	78.6%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	54.1%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	76.9%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	59.5%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	78.4%	YES

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	81.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	90.5%	NO	NO

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

**Indicator 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	75.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: TATUM School District  
(Charters Included)**

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.





**DISTRICT: TATUM School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	68.57%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	91.7%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	86.7%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	90.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	80.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	92.3%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	80.0%	YES

N/A reflects a sample size smaller than 10.



**DISTRICT: TATUM School District  
(Charters Included)**

**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?
2009-10	88%	84.7%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	0.00%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	59.09%	NO	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	62.5%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	66.7%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	80.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	83.3%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	71.4%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	83.3%	YES

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	0.0%	NO*

\* No surveys received

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	49.4%	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?
2009-10	6.15%	7.69%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	99%	15%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	11%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.





**DISTRICT: TRUTH OR CONS. School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	83.73%	YES	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	72.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	72.2%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	81.8%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	66.7%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	63.6%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	72.2%	YES

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	80.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	31.1%	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?
2009-10	6.15%	9.30%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	18%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	27%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	77.95%	YES	14%	8.66%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	23.9%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	23.9%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	23.9%	NO

N/A reflects a sample size smaller than 10.



**DISTRICT: TUCUMCARI School District**  
(Charters Included)

**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?
2009-10	88%	93.8%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	36.0%	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	77.3%	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?
2009-10	6.15%	4.55%	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	7%	N/A	NO
<b>Math</b>						
2009-10	95%	64%	N/A	7%	N/A	NO

N/A means too few students to meet minimum group size (40 for participation) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.





**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	56.00%	NO	14%	13.33%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



**DISTRICT: TULAROSA School District**  
(Charters Included)

**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?
2009-10	88%	90.0%	YES

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**DISTRICT: VAUGHN School District  
(Charters Included)**

**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



### 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?
2009-10	88%	100.0%	YES

### 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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**DISTRICT: WAGON MOUND School District**  
(Charters Included)

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	20.4%	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?
2009-10	6.15%	N/A	YES

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

**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?
2009-10	50%	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	N/A	N/A	N/A	N/A
<b>Math</b>						
2009-10	95%	64%	N/A	N/A	N/A	N/A

N/A means too few students to meet minimum group size (40 for participation and 25 for proficiency) requirement for rating.

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.





**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	N/A	N/A	14%	N/A	N/A	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



### 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?
2009-10	88%	100.0%	YES

### 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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	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 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?
2009-10	100%	95%	100.0%	YES	YES



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	41.2%	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?
2009-10	6.15%	6.58%	NO

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	98%	10%	YES	NO
<b>Math</b>						
2009-10	95%	64%	98%	6%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.



**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	73.93%	YES	14%	5.21%	YES	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	41.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	30.8%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	54.5%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	30.8%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	72.7%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	53.8%	NO

N/A reflects a sample size smaller than 10.



**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?
2009-10	88%	25.0%	NO

**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?
2009-10	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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	36.0%	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 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?
2009-10	100%	95%	93.7%	NO	NO



**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school on the standard option with a regular diploma.

School Year	State Target	District Rate	Met State Target?
2009-10	57%	64.6%	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?
2009-10	6.15%	4.17%	YES

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

**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?
2009-10	50%	NO

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

Measurement: Percent of students with disabilities scoring proficient or above in reading and math and the percent of students with disabilities participating in the NM Standards Based Assessment or Alternate Assessment.

School Year	State Target Participation	State Target Proficiency	District Rate Participation	District Rate Proficiency	Met State Target? Participation	Met State Target? Proficiency
<b>Reading</b>						
2009-10	95%	52%	100%	10%	YES	NO
<b>Math</b>						
2009-10	95%	64%	100%	5%	YES	NO

**Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)**

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?
2009-10	1.1%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among the school districts in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.





**Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)**

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2009-10	0%	YES

The State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, by race or Ethnicity, among the school district in the State. The State's definition of significant discrepancy is any school district with 10 or more children with disabilities suspended or expelled with a risk ratio and weighted risk ratio of 5.0 or above. School districts identified during the 2008-2009 school year were required to correct their policies, procedures, and practices during the 2009-2010 school year.

**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?
2009-10	66%	39.77%	NO	14%	15.20%	NO	1.98%	N/A	N/A

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.9%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2009-10	66.1%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.7%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2009-10	62.8%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C	School Year	State Target	District Rate	Met State Target?
1: Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	2009-10	74.4%	N/A	N/A
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2009-10	71.9%	N/A	N/A

N/A reflects a sample size smaller than 10.



### 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?
2009-10	88%	77.8%	NO

### 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?
2009-10	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?
2009-10	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?
2009-10	100%	95%	N/A	N/A	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?
2009-10	100%	95%	N/A	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 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?
2009-10	100%	95%	60.0%	NO	NO

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

### Indicator 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?
2009-10	100%	95%	100.0%	YES	YES