



DISTRICT ACADEMY OF TRADES & TECHNOLOGY State Charter

**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?
2011-12	69%	3.3%	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?
2011-12	6.13%	16.67%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT ACADEMY OF TRADES & TECHNOLOGY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	*	*
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT ACADEMY OF TRADES & TECHNOLOGY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT ACE LEADERSHIP HIGH SCHOOL State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	16.22%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT ACE LEADERSHIP HIGH SCHOOL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	100.0%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT ACE LEADERSHIP HIGH SCHOOL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	100%	95%	0.0%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT ALAMOGORDO 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?
2011-12	69%	77.5%	YES

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

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2011-12	6.13%	4.95%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.

**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?
2011-12	0%	YES

The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	52.56%	NO	17%	20.21%	NO	1.96%	N/A	N/A

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





**DISTRICT ALAMOGORDO School District  
(Charters Included)**

**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.	2011-12	75.0%	29.2%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	29.5%	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.	2011-12	74.8%	60.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	55.7%	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.	2011-12	74.5%	59.4%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	68.9%	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?
2011-12	81.3%	84.2%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT ALAMOGORDO School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	61.9%	NO	79.5%	81.0%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT ALBUQUERQUE 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?
2011-12	69%	44.6%	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?
2011-12	6.13%	6.45%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	30.27%	NO	17%	38.62%	NO	1.96%	0.59%	YES

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



**DISTRICT ALBUQUERQUE School District  
(Charters Included)**

**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.	2011-12	75.0%	76.2%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	43.2%	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.	2011-12	74.8%	80.8%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	37.6%	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.	2011-12	74.5%	79.7%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	54.5%	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?
2011-12	81.3%	84.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT ALBUQUERQUE School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	99.8%	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	100%	95%	86.9%	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	52.1%	YES	75.5%	72.5%	NO	79.5%	82.4%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT ALBUQUERQUE INSTITUTE OF MATH & SCIENCE State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT ALBUQUERQUE INSTITUTE OF MATH & SCIENCE State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	N/A	N/A
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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



**DISTRICT ALBUQUERQUE INSTITUTE OF MATH & SCIENCE State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





DISTRICT ALBUQUERQUE SCHOOL OF EXCELLENCE State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	61.11%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



DISTRICT ALBUQUERQUE SCHOOL OF EXCELLENCE State Charter

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	0.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT ALBUQUERQUE SCHOOL OF EXCELLENCE State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT ALBUQUERQUE SIGN LANGUAGE ACADEMY State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	40.00%	NO	17%	N/A	N/A	1.96%	N/A	N/A

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



DISTRICT ALBUQUERQUE SIGN LANGUAGE ACADEMY State Charter

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT ALBUQUERQUE SIGN LANGUAGE ACADEMY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT ALDO LEOPOLD CHARTER State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

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





**DISTRICT ALDO LEOPOLD CHARTER State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	66.7%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT ALDO LEOPOLD CHARTER State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT ALMA D'ARTE State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	8.33%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	91.67%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT ALMA D'ARTE State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	100.0%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT ALMA D'ARTE State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT AMY BIEHL CHARTER State Charter

**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?
2011-12	69%	53.6%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	96.15%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT AMY BIEHL CHARTER State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	85.7%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT AMY BIEHL CHARTER State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT ANIMAS 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	40.0%	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?
2011-12	81.3%	94.4%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT ARTESIA 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?
2011-12	69%	64.7%	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?
2011-12	6.13%	7.14%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	78.47%	YES	17%	11.39%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	98.3%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	93.5%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	38.4%	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.	2011-12	74.5%	88.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	63.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	50.0%	NO	79.5%	50.0%	NO

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT AZTEC 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?
2011-12	69%	41.8%	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?
2011-12	6.13%	5.88%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	51.49%	NO	17%	14.65%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	32.4%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	29.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	35.1%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	93.3%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	57.1%	YES	75.5%	76.2%	YES	79.5%	95.2%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT BELEN 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?
2011-12	69%	25.8%	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?
2011-12	6.13%	13.92%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	59.91%	NO	17%	12.16%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	77.8%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	32.8%	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.	2011-12	74.8%	71.4%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	28.1%	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.	2011-12	74.5%	66.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	42.2%	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?
2011-12	81.3%	76.2%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	42.3%	NO	75.5%	73.0%	NO	79.5%	73.0%	NO

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT BERNALILLO 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?
2011-12	69%	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?
2011-12	6.13%	5.23%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	94.57%	YES	17%	4.07%	YES	1.96%	N/A	N/A

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





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

**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.	2011-12	75.0%	63.2%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	29.2%	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.	2011-12	74.8%	68.4%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	29.2%	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.	2011-12	74.5%	55.6%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	41.7%	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?
2011-12	81.3%	81.8%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	76.5%	YES	79.5%	88.2%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT BLOOMFIELD 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?
2011-12	69%	45.8%	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?
2011-12	6.13%	13.76%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	76.04%	YES	17%	9.05%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	71.4%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	20.0%	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 liter**

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.	2011-12	74.8%	92.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	26.7%	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.	2011-12	74.5%	71.4%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	30.0%	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?
2011-12	81.3%	92.3%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	96.7%	NO	YES

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT CAPITAN 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	88.64%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	*	*
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT CARLSBAD 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?
2011-12	69%	56.3%	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?
2011-12	6.13%	5.69%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	67.65%	YES	17%	12.37%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	81.8%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	34.5%	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.	2011-12	74.8%	86.4%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	36.0%	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.	2011-12	74.5%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	45.3%	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?
2011-12	81.3%	93.3%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	100%	95%	94.4%	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	85.8%	YES	79.5%	85.8%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	87.50%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	*	*
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**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?
2011-12	69%	56.1%	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?
2011-12	6.13%	11.24%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	67.41%	YES	17%	12.08%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	57.5%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	61.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	60.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	94.4%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	25.0%	NO	75.5%	57.6%	NO	79.5%	70.0%	NO

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT CESAR CHAVEZ COMMUNITY State Charter

**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?
2011-12	69%	30.1%	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?
2011-12	6.13%	12.90%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT CESAR CHAVEZ COMMUNITY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	*	*
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT CESAR CHAVEZ COMMUNITY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT CHAMA 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	51.67%	NO	17%	N/A	N/A	1.96%	N/A	N/A

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





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

**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.	2011-12	75.0%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	100.0%	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 liter**

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.	2011-12	74.8%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	100.0%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	100.0%	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?
2011-12	81.3%	70.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT CHILDRENS PSYC**

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT CHILDRENS PSYC**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT CHILDRENS PSYC**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT CIEN AGUAS INTERNATIONAL OF MESA DE SOL State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT CIEN AGUAS INTERNATIONAL OF MESA DE SOL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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





**DISTRICT CIEN AGUAS INTERNATIONAL OF MESA DE SOL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT CIMARRON 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?
2011-12	69%	77.4%	YES

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

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.

**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?
2011-12	0%	YES

The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	87.50%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT CLAYTON 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	79.63%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	23.1%	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.	2011-12	74.8%	77.8%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	38.5%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	61.5%	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?
2011-12	81.3%	87.5%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT CLOUDCROFT 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	67.39%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	33.3%	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.	2011-12	74.5%	33.3%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	83.3%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT CLOVIS 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?
2011-12	69%	58.8%	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?
2011-12	6.13%	4.94%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	63.45%	YES	17%	10.74%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	89.8%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	35.7%	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.	2011-12	74.8%	86.6%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	29.7%	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.	2011-12	74.5%	88.6%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	50.5%	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?
2011-12	81.3%	70.6%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	100%	95%	96.9%	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	46.5%	NO	75.5%	93.0%	YES	79.5%	93.0%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**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?
2011-12	69%	89.7%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	63.76%	YES	17%	10.74%	YES	1.96%	N/A	N/A

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





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

**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.	2011-12	75.0%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	25.0%	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.	2011-12	74.5%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	91.7%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	83.3%	YES	79.5%	83.3%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT CORONA 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT COTTONWOOD CLASSICAL State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT COTTONWOOD CLASSICAL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	100.0%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT COTTONWOOD CLASSICAL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT CREATIVE ED PREP State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	10.53%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	88.89%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT CREATIVE ED PREP State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT CREATIVE ED PREP State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT CUBA 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?
2011-12	69%	35.1%	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?
2011-12	6.13%	6.12%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	61.90%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT CUBA School District  
(Charters Included)**

**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.	2011-12	75.0%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	100.0%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	50.0%	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?
2011-12	81.3%	80.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT CUBA School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT DEMING 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?
2011-12	69%	55.7%	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?
2011-12	6.13%	1.34%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	60.10%	YES	17%	12.84%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT DES MOINES 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT DES MOINES School District  
(Charters Included)**

**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.	2011-12	75.0%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	*	*
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT DES MOINES School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT DEXTER 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.

**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?
2011-12	0%	YES

The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	81.45%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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





**DISTRICT DEXTER School District**

(Charters Included)

**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.	2011-12	75.0%	41.2%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	10.5%	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.	2011-12	74.8%	26.3%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	38.9%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	5.3%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT DORA 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	88.24%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT DORA School District  
(Charters Included)**

**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.	2011-12	75.0%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	60.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	53.3%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	NO

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



**DISTRICT DORA School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT DULCE 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?
2011-12	69%	36.4%	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?
2011-12	6.13%	7.41%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	81.93%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	50.0%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	100%	95%	0.0%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT EAST MOUNTAIN HIGH SCHOOL State Charter

**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?
2011-12	69%	60.0%	NO

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

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2011-12	6.13%	5.41%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	60.61%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT EAST MOUNTAIN HIGH SCHOOL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	75.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT EAST MOUNTAIN HIGH SCHOOL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT ELIDA 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	87.50%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT ELIDA School District  
(Charters Included)**

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	25.0%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	25.0%	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?
2011-12	81.3%	*	*
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT ELIDA School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT ESPANOLA 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?
2011-12	69%	49.0%	NO

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

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2011-12	6.13%	23.93%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	57.42%	NO	17%	15.04%	YES	1.96%	2.33%	NO

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



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

**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.	2011-12	75.0%	71.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	2.2%	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.	2011-12	74.8%	63.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	2.2%	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.	2011-12	74.5%	67.4%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	2.2%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	75.6%	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT ESTANCIA 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?
2011-12	69%	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?
2011-12	6.13%	3.03%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	56.82%	NO	17%	9.09%	YES	1.96%	N/A	N/A

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



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

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	100.0%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT EUNICE 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?
2011-12	69%	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?
2011-12	6.13%	9.09%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	94.59%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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





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

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	42.9%	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.	2011-12	74.8%	71.4%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	42.9%	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.	2011-12	74.5%	85.7%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	42.9%	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?
2011-12	81.3%	60.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



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

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	100.0%	YES	75.5%	100.0%	YES	79.5%	100.0%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT FARMINGTON 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?
2011-12	69%	41.0%	NO

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

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2011-12	6.13%	5.47%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	67.40%	YES	17%	13.46%	YES	1.96%	0.94%	YES

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



**DISTRICT FARMINGTON School District  
(Charters Included)**

**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.	2011-12	75.0%	72.2%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	44.7%	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.	2011-12	74.8%	67.2%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	35.5%	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.	2011-12	74.5%	60.4%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	51.3%	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?
2011-12	81.3%	71.4%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT FARMINGTON School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	47.6%	NO	75.5%	71.4%	NO	79.5%	76.2%	NO

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT FLOYD 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT FLOYD School District**  
(Charters Included)

**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.	2011-12	75.0%	85.7%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	71.4%	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.	2011-12	74.5%	83.3%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	57.1%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT FLOYD School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT FT SUMNER 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	74.47%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT FT SUMNER School District  
(Charters Included)**

**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.	2011-12	75.0%	87.5%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	37.5%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	25.0%	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.	2011-12	74.5%	87.5%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	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?
2011-12	81.3%	62.5%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT FT SUMNER School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT GADSDEN 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?
2011-12	69%	54.9%	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?
2011-12	6.13%	4.09%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	44.66%	NO	17%	27.67%	NO	1.96%	N/A	N/A

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



**DISTRICT GADSDEN School District**  
(Charters Included)

**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.	2011-12	75.0%	72.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	39.7%	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.	2011-12	74.8%	72.2%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	30.0%	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.	2011-12	74.5%	70.8%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	54.5%	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?
2011-12	81.3%	77.8%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT GADSDEN School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	98.9%	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	36.2%	NO	75.5%	67.2%	NO	79.5%	67.2%	NO

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT GALLUP 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?
2011-12	69%	43.4%	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?
2011-12	6.13%	5.88%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	55.45%	NO	17%	10.15%	YES	1.96%	N/A	N/A

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



**DISTRICT GALLUP School District  
(Charters Included)**

**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.	2011-12	75.0%	82.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	17.5%	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.	2011-12	74.8%	82.7%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	14.0%	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.	2011-12	74.5%	78.9%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	26.3%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT GALLUP School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	40.6%	NO	75.5%	67.2%	NO	79.5%	78.1%	NO

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT GILBERT L SENA State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	11.76%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT GILBERT L SENA State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	100.0%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT GILBERT L SENA State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT GRADY 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

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





**DISTRICT GRADY School District  
(Charters Included)**

**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.	2011-12	75.0%	80.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	16.7%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT GRADY School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT GRANTS 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?
2011-12	69%	48.5%	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?
2011-12	6.13%	5.76%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	60.68%	YES	17%	10.26%	YES	1.96%	N/A	N/A

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



**DISTRICT GRANTS School District  
(Charters Included)**

**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.	2011-12	75.0%	62.1%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	39.2%	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.	2011-12	74.8%	67.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	41.8%	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.	2011-12	74.5%	63.2%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	51.9%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT GRANTS School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	96.2%	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	38.1%	NO	75.5%	73.8%	NO	79.5%	73.8%	NO

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	55.93%	NO	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT HAGERMAN School District  
(Charters Included)**

**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.	2011-12	75.0%	72.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	27.3%	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.	2011-12	74.8%	90.9%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	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.	2011-12	74.5%	72.7%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	18.2%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT HAGERMAN School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**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?
2011-12	69%	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?
2011-12	6.13%	13.33%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	83.61%	YES	17%	12.30%	YES	1.96%	N/A	N/A

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



**DISTRICT HATCH School District  
(Charters Included)**

**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.	2011-12	75.0%	90.5%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	14.3%	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.	2011-12	74.8%	95.2%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	28.6%	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.	2011-12	74.5%	90.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	33.3%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT HATCH School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT HOBBS 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?
2011-12	69%	64.6%	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?
2011-12	6.13%	4.59%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	69.50%	YES	17%	15.19%	YES	1.96%	N/A	N/A

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



**DISTRICT HOBBS School District  
(Charters Included)**

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	5.3%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	5.3%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	5.3%	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?
2011-12	81.3%	83.3%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT HOBBS School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	45.2%	NO	75.5%	83.9%	YES	79.5%	83.9%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT HONDO 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	88.89%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT HONDO School District  
(Charters Included)**

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	100.0%	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 liter**

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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	100.0%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	100.0%	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?
2011-12	81.3%	66.7%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT HONDO School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT HORIZON ACADEMY State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	96.77%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT HORIZON ACADEMY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	91.3%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT HORIZON ACADEMY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

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





**DISTRICT HOUSE School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	N/A	N/A
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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



**DISTRICT HOUSE School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT INTERNATIONAL SCHOOL OF MESA DE SOL State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT INTERNATIONAL SCHOOL OF MESA DE SOL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT INTERNATIONAL SCHOOL OF MESA DE SOL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT J PAUL TAYLOR ACADEMY State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	95.45%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT J PAUL TAYLOR ACADEMY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	83.3%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT J PAUL TAYLOR ACADEMY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT JAL 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	80.00%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT JAL School District  
(Charters Included)**

**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.	2011-12	75.0%	88.9%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	69.2%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	46.2%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	84.6%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT JAL School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT JEMEZ MOUNTAIN 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	61.11%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT JEMEZ MOUNTAIN School District**  
(Charters Included)

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT JEMEZ MOUNTAIN School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT JEMEZ VALLEY 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?
2011-12	69%	88.6%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	68.00%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT JEMEZ VALLEY School District**  
(Charters Included)

**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.	2011-12	75.0%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	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?
2011-12	81.3%	66.7%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT JEMEZ VALLEY School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT JUVENILE JUSTICE**

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT JUVENILE JUSTICE**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	50.0%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT JUVENILE JUSTICE**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT LA PROMESA EARLY LEARNING CENTER State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	30.43%	NO	17%	N/A	N/A	1.96%	N/A	N/A

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





**DISTRICT LA PROMESA EARLY LEARNING CENTER State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	100.0%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT LA PROMESA EARLY LEARNING CENTER State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT LA RESOLANA LEADERSHIP State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	11.76%	NO	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT LA RESOLANA LEADERSHIP State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	*	*
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT LA RESOLANA LEADERSHIP State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT LAKE ARTHUR 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT LAKE ARTHUR School District  
(Charters Included)**

**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.	2011-12	75.0%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	100.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT LAKE ARTHUR School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT LAS CRUCES 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?
2011-12	69%	49.7%	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?
2011-12	6.13%	6.08%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	57.93%	NO	17%	15.27%	YES	1.96%	0.62%	YES

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



**DISTRICT LAS CRUCES School District**  
(Charters Included)

**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.	2011-12	75.0%	71.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	35.4%	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.	2011-12	74.8%	68.8%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	43.1%	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.	2011-12	74.5%	69.1%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	32.6%	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?
2011-12	81.3%	83.9%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT LAS CRUCES School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	86.6%	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	100%	95%	98.2%	NO	YES

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	100%	95%	50.0%	NO	NO

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	68.0%	YES	75.5%	84.7%	YES	79.5%	84.7%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT LAS VEGAS CITY 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?
2011-12	69%	51.4%	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?
2011-12	6.13%	8.45%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	51.83%	NO	17%	16.51%	YES	1.96%	N/A	N/A

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



**DISTRICT LAS VEGAS CITY School District**

(Charters Included)

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	93.5%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT LAS VEGAS CITY School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	95.8%	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	76.9%	YES	79.5%	84.6%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT LOGAN 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	85.71%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT LOGAN School District  
(Charters Included)**

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	28.6%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	71.4%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	71.4%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT LOGAN School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT LORDSBURG 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	76.12%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT LORDSBURG School District**

(Charters Included)

**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.	2011-12	75.0%	85.7%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	36.4%	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.	2011-12	74.8%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	45.5%	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.	2011-12	74.5%	83.3%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	59.1%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT LORDSBURG School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT LOS ALAMOS 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?
2011-12	69%	63.3%	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?
2011-12	6.13%	3.03%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	78.10%	YES	17%	2.51%	YES	1.96%	N/A	N/A

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





**DISTRICT LOS ALAMOS School District  
(Charters Included)**

**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.	2011-12	75.0%	88.4%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	38.2%	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.	2011-12	74.8%	83.3%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	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.	2011-12	74.5%	78.8%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	34.5%	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?
2011-12	81.3%	80.6%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT LOS ALAMOS School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	87.5%	YES	75.5%	93.7%	YES	79.5%	93.7%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT LOS LUNAS 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?
2011-12	69%	43.5%	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?
2011-12	6.13%	7.63%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	48.00%	NO	17%	13.92%	YES	1.96%	1.13%	YES

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



**DISTRICT LOS LUNAS School District  
(Charters Included)**

**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.	2011-12	75.0%	94.2%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	54.9%	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.	2011-12	74.8%	88.9%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	47.8%	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.	2011-12	74.5%	88.9%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	58.4%	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?
2011-12	81.3%	90.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT LOS LUNAS School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	64.7%	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	84.31%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT LOVING School District  
(Charters Included)**

**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.	2011-12	75.0%	37.5%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	12.5%	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.	2011-12	74.8%	37.5%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	42.9%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	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?
2011-12	81.3%	66.7%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT LOVING School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT LOVINGTON 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?
2011-12	69%	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?
2011-12	6.13%	4.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	76.45%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT LOVINGTON School District**

(Charters Included)

**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.	2011-12	75.0%	88.8%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	55.0%	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.	2011-12	74.8%	85.9%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	52.0%	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.	2011-12	74.5%	90.3%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	69.0%	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?
2011-12	81.3%	90.5%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT LOVINGTON School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	37.5%	NO	79.5%	37.5%	NO

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT MAGDALENA 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?
2011-12	69%	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?
2011-12	6.13%	5.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	84.91%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT MAGDALENA School District  
(Charters Included)**

**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.	2011-12	75.0%	33.3%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	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?
2011-12	81.3%	75.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT MAGDALENA School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT MAXWELL 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT MAXWELL School District  
(Charters Included)**

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	50.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	50.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT MAXWELL School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT MEDIA ARTS State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	7.69%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT MEDIA ARTS State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	100.0%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT MEDIA ARTS State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT MELROSE 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	91.89%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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





**DISTRICT MELROSE School District**  
(Charters Included)

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	95.8%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT MELROSE School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT MESA VISTA 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	75.93%	YES	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT MESA VISTA School District**  
(Charters Included)

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	60.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT MESA VISTA School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT MONTESSORI ELEMENTARY SCHOOL State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT MONTESSORI ELEMENTARY SCHOOL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	50.0%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT MONTESSORI ELEMENTARY SCHOOL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	100%	95%		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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT MORA 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?
2011-12	69%	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?
2011-12	6.13%	6.25%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	47.37%	NO	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT MORA School District  
(Charters Included)**

**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.	2011-12	75.0%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	25.0%	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.	2011-12	74.8%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	50.0%	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?
2011-12	81.3%	80.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT MORA School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT MORIARTY 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?
2011-12	69%	51.5%	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?
2011-12	6.13%	4.62%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	70.94%	YES	17%	8.90%	YES	1.96%	N/A	N/A

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



**DISTRICT MORIARTY School District  
(Charters Included)**

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	20.0%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	40.0%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	80.0%	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?
2011-12	81.3%	85.7%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT MORIARTY School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT MOSQUERO 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	80.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT MOSQUERO School District**  
(Charters Included)

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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 liter**

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.	2011-12	74.8%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	100.0%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	100.0%	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?
2011-12	81.3%	N/A	N/A
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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



**DISTRICT MOSQUERO School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**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?
2011-12	69%	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?
2011-12	6.13%	4.55%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	57.14%	NO	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT MOUNTAINAIR School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	90.9%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT MOUNTAINAIR School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT NEW AMERICA SCHOOL State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	22.22%	NO

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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





**DISTRICT NEW AMERICA SCHOOL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT NEW AMERICA SCHOOL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	100%	95%	22.0%	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT NEW MEXICO SCHOOL FOR THE ARTS State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

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



DISTRICT NEW MEXICO SCHOOL FOR THE ARTS State Charter

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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



**DISTRICT NEW MEXICO SCHOOL FOR THE ARTS State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT 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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

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



DISTRICT New Mexico School for the Blind and Visually Impaired

**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.	2011-12	75.0%	33.3%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	22.2%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	11.1%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	71.4%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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





**DISTRICT New Mexico School for the Blind and Visually Impaired**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT 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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT New Mexico School for the Deaf**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	80.0%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT New Mexico School for the Deaf**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT NM CORRECTIONS

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

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



**DISTRICT NM CORRECTIONS**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

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



**DISTRICT NM CORRECTIONS**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





DISTRICT NM INTERNATIONAL SCHOOL State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	66.67%	YES	17%	0.00%	YES	1.96%	N/A	N/A

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



**DISTRICT NM INTERNATIONAL SCHOOL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

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

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	100.0%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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

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

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

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



**DISTRICT NM INTERNATIONAL SCHOOL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	100%	95%			

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT NORTH VALLEY State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

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

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT NORTH VALLEY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	80.0%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT NORTH VALLEY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**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?
2011-12	69%	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?
2011-12	6.13%	7.69%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	98.18%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*





**DISTRICT PECOS School District  
(Charters Included)**

**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.	2011-12	75.0%	25.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	20.0%	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.	2011-12	74.8%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	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.	2011-12	74.5%	62.5%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	40.0%	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?
2011-12	81.3%	75.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT PECOS School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**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?
2011-12	69%	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?
2011-12	6.13%	3.33%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	53.52%	NO	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT PENASCO School District**  
(Charters Included)

**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.	2011-12	75.0%	25.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	57.1%	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.	2011-12	74.8%	80.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	57.1%	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.	2011-12	74.5%	80.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	71.4%	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?
2011-12	81.3%	75.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT PENASCO School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT POJOAQUE 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?
2011-12	69%	64.9%	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?
2011-12	6.13%	9.52%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	55.31%	NO	17%	6.19%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT POJOAQUE School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	81.8%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*





**DISTRICT POJOAQUE School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT PORTALES 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?
2011-12	69%	72.8%	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?
2011-12	6.13%	9.09%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	64.68%	YES	17%	13.60%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT PORTALES School District**  
(Charters Included)

**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.	2011-12	75.0%	59.6%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	42.3%	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.	2011-12	74.8%	68.8%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	38.5%	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.	2011-12	74.5%	80.4%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	57.7%	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?
2011-12	81.3%	93.3%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT PORTALES School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	66.7%	YES	75.5%	94.5%	YES	79.5%	94.5%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT QUEMADO 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT QUEMADO School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	66.7%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT QUEMADO School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT QUESTA 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?
2011-12	69%	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?
2011-12	6.13%	7.69%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	91.55%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT QUESTA School District  
(Charters Included)**

**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.	2011-12	75.0%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	25.0%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	25.0%	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.	2011-12	74.5%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	25.0%	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?
2011-12	81.3%	66.7%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT QUESTA School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT RALPH J BUNCHE ACADEMY State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT RALPH J BUNCHE ACADEMY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT RALPH J BUNCHE ACADEMY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT RATON 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?
2011-12	69%	44.4%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2011-12	6.13%	6.06%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	63.71%	YES	17%	8.87%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*





**DISTRICT RATON School District  
(Charters Included)**

**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.	2011-12	75.0%	95.5%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	58.6%	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.	2011-12	74.8%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	31.0%	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.	2011-12	74.5%	100.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	55.2%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT RATON School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT RED RIVER VALLEY CHARTER State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT RED RIVER VALLEY CHARTER State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT RED RIVER VALLEY CHARTER State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**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?
2011-12	69%	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?
2011-12	6.13%	20.00%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	81.25%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT RESERVE School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	87.5%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*





**DISTRICT RESERVE School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT RIO RANCHO 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?
2011-12	69%	51.1%	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?
2011-12	6.13%	4.21%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	62.78%	YES	17%	19.82%	NO	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT RIO RANCHO School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	72.7%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT RIO RANCHO School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	99.6%	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	80%	95%	80.0%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	53.6%	YES	75.5%	85.7%	YES	79.5%	89.3%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT ROSWELL 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?
2011-12	69%	38.9%	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?
2011-12	6.13%	10.92%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	46.95%	NO	17%	12.01%	YES	1.96%	0.99%	YES

*N/A reflects an "n" size smaller than 10.*



**DISTRICT ROSWELL School District  
(Charters Included)**

**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.	2011-12	75.0%	86.3%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	48.8%	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.	2011-12	74.8%	87.2%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	46.1%	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.	2011-12	74.5%	90.1%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	57.0%	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?
2011-12	81.3%	85.7%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT ROSWELL School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	53.1%	YES	75.5%	73.4%	NO	79.5%	89.7%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*





**DISTRICT ROY 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT ROY School District**  
(Charters Included)

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	66.7%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT ROY School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT RUIDOSO 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?
2011-12	69%	51.2%	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?
2011-12	6.13%	9.72%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	68.22%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT RUIDOSO School District  
(Charters Included)**

**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.	2011-12	75.0%	83.3%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	53.8%	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.	2011-12	74.8%	92.3%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	15.4%	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.	2011-12	74.5%	81.8%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	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?
2011-12	81.3%	83.3%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT RUIDOSO School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	83.3%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	91.67%	YES	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*





**DISTRICT SAN JON School District  
(Charters Included)**

**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.	2011-12	75.0%	62.5%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	37.5%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	75.0%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	*	*
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SAN JON School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT SANTA FE 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?
2011-12	69%	45.2%	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?
2011-12	6.13%	8.98%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	64.50%	YES	17%	10.23%	YES	1.96%	1.42%	YES

*N/A reflects an "n" size smaller than 10.*



**DISTRICT SANTA FE School District  
(Charters Included)**

**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.	2011-12	75.0%	80.2%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	42.2%	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.	2011-12	74.8%	79.0%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	35.1%	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.	2011-12	74.5%	76.9%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	48.7%	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?
2011-12	81.3%	89.5%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SANTA FE School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	57.1%	YES	75.5%	82.1%	YES	79.5%	82.1%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT SANTA ROSA 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

N/A reflects an "n" size smaller than 10.

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.

**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?
2011-12	0%	YES

The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	94.52%	YES	17%	N/A	N/A	1.96%	N/A	N/A

N/A reflects an "n" size smaller than 10.



**DISTRICT SANTA ROSA School District**  
(Charters Included)

**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.	2011-12	75.0%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	83.3%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	16.7%	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.	2011-12	74.5%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	16.7%	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?
2011-12	81.3%	62.5%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*





**DISTRICT SANTA ROSA School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT SCHOOL OF DREAMS State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	4.55%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	62.07%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT SCHOOL OF DREAMS State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SCHOOL OF DREAMS State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT SEQUOYAH**

**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?
2011-12	69%	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?
2011-12		N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	N/A

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT SEQUOYAH**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	75.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SEQUOYAH**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT SILVER CITY 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?
2011-12	69%	54.6%	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?
2011-12	6.13%	2.11%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	43.73%	NO	17%	20.80%	NO	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT SILVER CITY School District  
(Charters Included)**

**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.	2011-12	75.0%	94.2%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	34.7%	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.	2011-12	74.8%	97.2%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	33.3%	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.	2011-12	74.5%	96.9%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	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?
2011-12	81.3%	75.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SILVER CITY School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	34.5%	NO	75.5%	79.4%	YES	79.5%	89.7%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT SOCORRO 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?
2011-12	69%	60.0%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2011-12	6.13%	12.68%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	60.95%	YES	17%	14.96%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT SOCORRO School District  
(Charters Included)**

**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.	2011-12	75.0%	65.4%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	10.7%	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.	2011-12	74.8%	66.7%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	7.1%	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.	2011-12	74.5%	65.4%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	14.3%	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?
2011-12	81.3%	50.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SOCORRO School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	73.4%	NO	79.5%	80.1%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT SOUTH VALLEY PREPARATORY SCHOOL State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*





**DISTRICT SOUTH VALLEY PREPARATORY SCHOOL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	100.0%	YES
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SOUTH VALLEY PREPARATORY SCHOOL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT SOUTHWEST INTERMEDIATE LEARNING CTR State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT SOUTHWEST INTERMEDIATE LEARNING CTR State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SOUTHWEST INTERMEDIATE LEARNING CTR State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT SOUTHWEST PRIMARY LEARNING CENTER State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



DISTRICT SOUTHWEST PRIMARY LEARNING CENTER State Charter

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	N/A	N/A
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.





**DISTRICT SOUTHWEST PRIMARY LEARNING CENTER State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT SOUTHWEST SECONDARY LEARNING State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT SOUTHWEST SECONDARY LEARNING State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SOUTHWEST SECONDARY LEARNING State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT SPRINGER 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	79.17%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT SPRINGER School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	57.1%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT SPRINGER School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





**DISTRICT TAOS 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?
2011-12	69%	67.7%	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?
2011-12	6.13%	4.90%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	41.65%	NO	17%	29.07%	NO	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT TAOS School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	85.2%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT TAOS School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	90.9%	NO	NO

*The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	68.2%	YES	75.5%	86.4%	YES	79.5%	90.9%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT TAOS ACADEMY State Charter**

**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT TAOS ACADEMY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	57.1%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT TAOS ACADEMY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT TAOS INTEGRATED SCHOOL FOR THE ARTS State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*





DISTRICT TAOS INTEGRATED SCHOOL FOR THE ARTS State Charter

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	0.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.



**DISTRICT TAOS INTEGRATED SCHOOL FOR THE ARTS State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	53.49%	NO	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT TATUM School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT TATUM School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT TEXICO 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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	70.42%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT TEXICO School District**  
(Charters Included)

**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.	2011-12	75.0%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	50.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*





**DISTRICT TEXICO School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT THE ASK ACADEMY State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	11.76%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT THE ASK ACADEMY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	66.7%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT THE ASK ACADEMY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT THE GREAT ACADEMY State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT THE GREAT ACADEMY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT THE GREAT ACADEMY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	100%	95%		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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.





DISTRICT THE LEARNING COMMUNITY State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	52.38%	NO	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT THE LEARNING COMMUNITY State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	*	*
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT THE LEARNING COMMUNITY State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT THE MASTERS PROGRAM State Charter**

**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?
2011-12	69%	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?
2011-12	6.13%	0.00%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	92.86%	YES	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT THE MASTERS PROGRAM State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	*	*
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT THE MASTERS PROGRAM State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	*	*	75.5%	*	*	79.5%	*	*

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



DISTRICT TIERRA ADENTRO State Charter

**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	96.15%	YES	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*





**DISTRICT TIERRA ADENTRO State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	*	*
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT TIERRA ADENTRO State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT TRUTH OR 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?
2011-12	69%	47.9%	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?
2011-12	6.13%	0.00%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	81.07%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT TRUTH OR CONS. School District  
(Charters Included)**

**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.	2011-12	75.0%	88.2%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	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.	2011-12	74.8%	77.8%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	33.3%	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.	2011-12	74.5%	93.3%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	44.4%	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?
2011-12	81.3%	76.9%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT TRUTH OR CONS. School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT TUCUMCARI 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?
2011-12	69%	61.3%	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?
2011-12	6.13%	0.00%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	83.24%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT TUCUMCARI School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	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.	2011-12	74.8%	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.	2011-12	62.9%	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.	2011-12	74.5%	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.	2011-12	72.0%	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?
2011-12	81.3%	96.2%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*





**DISTRICT TUCUMCARI School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT TULAROSA 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?
2011-12	69%	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?
2011-12	6.13%	5.88%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	38.75%	NO	17%	20.00%	NO	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT TULAROSA School District**  
(Charters Included)

**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.	2011-12	75.0%	60.9%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	12.5%	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.	2011-12	74.8%	58.3%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	52.2%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	8.3%	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?
2011-12	81.3%	75.0%	NO
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT TULAROSA School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT VAUGHN 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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT VAUGHN School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT VAUGHN School District  
(Charters Included)**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*





DISTRICT VILLAGE ACADEMY CHARTER SCHOOL State Charter

**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?
2011-12	69%	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?
2011-12		N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	100.00%	YES	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT VILLAGE ACADEMY CHARTER SCHOOL State Charter**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	33.3%	NO
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT VILLAGE ACADEMY CHARTER SCHOOL State Charter**

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**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?
2011-12	69%	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?
2011-12	6.13%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	N/A	N/A	17%	0.00%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT WAGON MOUND School District  
(Charters Included)**

**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.	2011-12	75.0%	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.	2011-12	66.2%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.8%	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.	2011-12	62.9%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**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.	2011-12	74.5%	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.	2011-12	72.0%	N/A	N/A
<i>N/A reflects a sample size smaller than 10.</i>				

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2011-12	81.3%	N/A	N/A
<i>N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.</i>			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT WAGON MOUND School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.*

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**DISTRICT WEST LAS VEGAS 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?
2011-12	69%	46.7%	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?
2011-12	6.13%	3.03%	YES

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	75.13%	YES	17%	N/A	N/A	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*





**DISTRICT WEST LAS VEGAS School District  
(Charters Included)**

**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.	2011-12	75.0%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	0.0%	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.	2011-12	74.8%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	0.0%	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.	2011-12	74.5%	0.0%	NO
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	0.0%	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?
2011-12	81.3%	87.5%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT WEST LAS VEGAS School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	77.0%	N/A

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.



**DISTRICT ZUNI 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?
2011-12	69%	53.6%	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?
2011-12	6.13%	16.07%	NO

*N/A reflects an "n" size smaller than 10.*

**Indicator 3: State Assessment - Participation and Performance Rates**

New Mexico was granted a waiver under the Elementary and Secondary Education Act. Information on the students with disabilities participation and performance statewide assessments can be viewed at.

2011-12 [CLICK http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)

**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 greater than 10 days in a school year.

School Year	State Target	Met State Target?
2011-12	1.96%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**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?
2011-12	0%	YES

*The State defines significant discrepancy in the rates or suspension and expulsion, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State with an "n" size of greater than 10. N/A means data not collected.*

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			All Other Settings (Separate Schools, RTC, Homebound/Hospital, etc.)		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	60%	50.93%	NO	17%	9.32%	YES	1.96%	N/A	N/A

*N/A reflects an "n" size smaller than 10.*



**DISTRICT ZUNI School District  
(Charters Included)**

**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.	2011-12	75.0%	88.9%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2011-12	66.2%	31.6%	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.	2011-12	74.8%	77.8%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2011-12	62.9%	36.8%	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.	2011-12	74.5%	82.4%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2011-12	72.0%	42.1%	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?
2011-12	81.3%	100.0%	YES
N/A reflects an "size" smaller than 10. An asterisk (*) reflects data not available.			

**Indicator 9: Disproportionality - All Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2011-12	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*



**DISTRICT ZUNI School District**  
(Charters Included)

**Indicator 11: Parental Consent to 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?
2011-12	100%	95%	81.8%	NO	NO

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10.

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with 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?
2011-12	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). N/A reflects an "n" size smaller than 10.

**Indicator 14: Post School Outcomes**

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education			Enrolled in higher education or competitively employed			Enrolled in higher education or in some postsecondary education or training program competitively employed or in some other employment		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2011-12	48.5%	N/A	N/A	75.5%	N/A	N/A	79.5%	80.0%	YES

N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.