



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?
2012-13	71.8%	3.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	29.17%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

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



DISTRICT: ACADEMY OF TRADES & TECHNOLOGY State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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?
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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.

2012-13	75.2%	*	*
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2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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?
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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.

2012-13	75.0%	*	*
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2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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?
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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.

2012-13	74.7%	*	*
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2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
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2012-13	81.8%	*	*
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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?
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2012-13	0%	YES
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DISTRICT: ACADEMY OF TRADES & TECHNOLOGY State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	0.0%	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	25.71%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



DISTRICT: ACE LEADERSHIP HIGH SCHOOL State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	YES



DISTRICT: ACE LEADERSHIP HIGH SCHOOL State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	78.0%	YES

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	2.34%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	50.83%	NO	11%	N/A	N/A	1.95%	0.12%	YES

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



**DISTRICT: ALAMOGORDO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	95.3%	YES	32.0%	2.3%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	86.8%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	70.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	82.5%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	70.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	85.3%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	76.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	88.4%	YES

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?
2012-13	0%	YES





**DISTRICT: ALAMOGORDO School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	85.7%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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?
2012-13	100%	95%	89.0%	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 other postsecondary education or training program or 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?
2012-13	49.0%	50.0%	YES	76.0%	66.7%	NO	80.0%	77.8%	NO

*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?
2012-13	71.8%	45.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	6.18%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	28.14%	NO	11%	37.16%	NO	1.95%	0.78%	YES

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



**DISTRICT: ALBUQUERQUE School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	56.6%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	71.8%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	52.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	79.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	50.2%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	77.9%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	61.4%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	84.1%	YES

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?
2012-13	0%	YES



**DISTRICT: ALBUQUERQUE School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	97.3%	NO	YES

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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?
2012-13	100%	95%	98.0%	NO	YES

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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 other postsecondary education or training program or 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?
2012-13	49.0%	47.4%	NO	76.0%	71.7%	NO	80.0%	81.6%	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?
2012-13	71.8%	N/A	N/A

State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

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



DISTRICT: ALBUQUERQUE INSTITUTE OF MATH & SCIENCE State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A



DISTRICT: ALBUQUERQUE INSTITUTE OF MATH & SCIENCE State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

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





DISTRICT: ALBUQUERQUE SCHOOL OF EXCELLENCE State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	66.7%	NO

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?
2012-13	0%	YES



DISTRICT: ALBUQUERQUE SCHOOL OF EXCELLENCE State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	28.95%	NO	11%	N/A	N/A	1.95%	0.00%	YES

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



DISTRICT: ALBUQUERQUE SIGN LANGUAGE ACADEMY State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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?
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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.

2012-13	75.2%	*	*
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2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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?
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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.

2012-13	75.0%	*	*
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2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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?
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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.

2012-13	74.7%	*	*
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2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: ALBUQUERQUE SIGN LANGUAGE ACADEMY State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	10.00%	NO

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



DISTRICT: ALDO LEOPOLD CHARTER State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	66.7%	NO

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?
2012-13	0%	YES



DISTRICT: ALDO LEOPOLD CHARTER State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	4.17%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	95.45%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



DISTRICT: ALMA D'ARTE State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: ALMA D'ARTE State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	54.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	4.44%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	97.83%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



DISTRICT: AMY BIEHL CHARTER State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	75.0%	NO

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?
2012-13	0%	YES



DISTRICT: AMY BIEHL CHARTER State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	80.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: ANIMAS School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	100.0%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	90.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	45.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	71.4%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	45.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	90.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	45.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	93.1%	YES

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?
2012-13	0%	YES





**DISTRICT: ANIMAS School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	65.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	2.08%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	81.68%	YES	11%	N/A	N/A	1.95%	0.25%	YES

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



**DISTRICT: ARTESIA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	72.1%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	86.5%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	75.9%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	85.4%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	63.0%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	74.2%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	81.5%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	71.3%	NO

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?
2012-13	0%	YES



**DISTRICT: ARTESIA School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	11.5%	NO	76.0%	57.7%	NO	80.0%	57.7%	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?
2012-13	71.8%	42.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	2.74%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	50.53%	NO	11%	N/A	N/A	1.95%	1.26%	YES

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



**DISTRICT: AZTEC School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	90.2%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.2% 78.1% YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13 66.4% 50.0% NO

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.0% 72.7% NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13 63.1% 39.5% NO

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 74.7% 78.1% YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13 72.2% 50.0% NO

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	98.2%	YES

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?
2012-13	0%	YES



**DISTRICT: AZTEC School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	53.8%	YES	76.0%	84.6%	YES	80.0%	92.3%	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?
2012-13	71.8%	26.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	11.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	47.30%	NO	11%	N/A	N/A	1.95%	0.00%	YES

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





**DISTRICT: BELEN School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	85.5%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	92.9%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	84.8%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	93.5%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	71.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	95.2%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	89.1%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	85.3%	YES

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?
2012-13	0%	YES



**DISTRICT: BELEN School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	100%	95%	80.0%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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 other postsecondary education or training program or 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?
2012-13	49.0%	0.0%	NO	76.0%	63.9%	NO	80.0%	63.9%	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?
2012-13	71.8%	41.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	7.89%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	93.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: BERNALILLO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	96.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	81.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	42.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	59.1%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	42.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	72.2%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	53.8%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	93.6%	YES

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?
2012-13	0%	YES



**DISTRICT: BERNALILLO School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	37.0%	NO	76.0%	63.0%	NO	80.0%	81.5%	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?
2012-13	71.8%	46.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	6.73%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	75.54%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: BLOOMFIELD School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	100.0%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	81.1%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	52.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	80.6%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	52.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	76.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	65.9%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	93.6%	YES

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?
2012-13	0%	YES



**DISTRICT: BLOOMFIELD School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	37.5%	NO	76.0%	70.8%	NO	80.0%	79.2%	NO

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	82.35%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: CAPITAN School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	50.0%	NO

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?
2012-13	0%	YES



**DISTRICT: CAPITAN School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	56.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	8.38%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	66.04%	YES	11%	N/A	N/A	1.95%	1.05%	YES

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



**DISTRICT: CARLSBAD School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	84.4%	YES	32.0%	5.2%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	78.6%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	33.1%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	72.9%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	34.7%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	73.0%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	43.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	37.3%	NO

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?
2012-13	0%	YES



**DISTRICT: CARLSBAD School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	33.3%	NO	76.0%	85.2%	YES	80.0%	92.6%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	91.30%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: CARRIZOZO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	66.0%	NO

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?
2012-13	0%	YES





**DISTRICT: CARRIZOZO School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	56.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	3.59%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	64.67%	YES	11%	N/A	N/A	1.95%	0.12%	YES

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



**DISTRICT: CENTRAL CONS. School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	58.9%	YES	32.0%	27.4%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	71.2%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	45.6%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	61.7%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	26.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	69.1%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	47.1%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	60.9%	NO

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?
2012-13	0%	YES



**DISTRICT: CENTRAL CONS. School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	91.7%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	44.8%	NO	76.0%	70.7%	NO	80.0%	87.9%	YES

*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?
2012-13	71.8%	30.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	27.27%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



DISTRICT: CESAR CHAVEZ COMMUNITY State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	94.1%	YES

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?
2012-13	0%	YES



DISTRICT: CESAR CHAVEZ COMMUNITY State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	52.31%	NO	11%	N/A	N/A	1.95%	0.00%	YES

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





**DISTRICT: CHAMA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	96.4%	YES

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?
2012-13	0%	YES



**DISTRICT: CHAMA School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		NDA	*

*The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%		*	11%		*	1.95%		*

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



**DISTRICT: CHILDRENS PSYC**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	N/A



DISTRICT: CHILDRENS PSYC

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

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



**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	77.0%	YES

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	82.93%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: CIMARRON School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	50.0%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: CIMARRON School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	61.3%	YES	76.0%	77.4%	YES	80.0%	83.9%	YES

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	81.03%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: CLAYTON School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.2% 77.8% YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13 66.4% 72.7% YES

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.0% 77.8% YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13 63.1% 36.4% NO

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 74.7% 77.8% YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13 72.2% 72.7% YES

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	23.1%	NO

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?
2012-13	0%	YES



**DISTRICT: CLAYTON School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	65.12%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: CLOUDCROFT School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	50.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES





**DISTRICT: CLOUDCROFT School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	59.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	6.80%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	57.72%	NO	11%	N/A	N/A	1.95%	0.89%	YES

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



**DISTRICT: CLOVIS School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	81.1%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	69.4%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	50.7%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	75.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	50.7%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	74.5%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	58.7%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	89.8%	YES

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?
2012-13	0%	YES



**DISTRICT: CLOVIS School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	97.1%	NO	YES

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	90.0%	YES

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	2.70%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	60.54%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: COBRE CONS. School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	60.0%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	72.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	80.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	72.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	75.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	90.9%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	86.8%	YES

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?
2012-13	0%	YES



**DISTRICT: COBRE CONS. School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	64.0%	YES	76.0%	88.0%	YES	80.0%	96.0%	YES

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



DISTRICT: CORAL COMMUNITY 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

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





DISTRICT: CORAL COMMUNITY CHARTER State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A



DISTRICT: CORAL COMMUNITY CHARTER State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

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



**DISTRICT: CORONA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A



**DISTRICT: CORONA School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



DISTRICT: COTTONWOOD CLASSICAL State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	85.7%	YES

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?
2012-13	0%	YES



DISTRICT: COTTONWOOD CLASSICAL State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	18.75%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	66.67%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: CREATIVE ED PREP State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: CREATIVE ED PREP State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	35.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	10.81%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	64.56%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: CUBA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	50.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.2% 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.

2012-13 66.4% N/A N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.0% 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.

2012-13 63.1% N/A N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 74.7% 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.

2012-13 72.2% N/A N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	84.1%	YES

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?
2012-13	0%	YES



**DISTRICT: CUBA School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	56.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	3.05%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	59.37%	NO	11%	N/A	N/A	1.95%	0.88%	YES

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



**DISTRICT: DEMING School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	8.8%	NO	32.0%	91.2%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	85.7%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	72.6%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	75.8%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	75.3%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	64.5%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	78.1%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	75.9%	NO

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?
2012-13	0%	YES





**DISTRICT: DEMING School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	31.3%	NO	76.0%	62.5%	NO	80.0%	62.5%	NO

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: DES MOINES School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: DES MOINES School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	83.05%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: DEXTER School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	93.3%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	15.4%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	7.7%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	15.4%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	0.0%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	15.4%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	7.7%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: DEXTER School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	78.57%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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





**DISTRICT: DORA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	100.0%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: DORA School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	36.0%	NO

State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	11.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	72.15%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: DULCE School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: DULCE School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	60.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	65.71%	YES	11%	N/A	N/A	1.95%	5.71%	NO

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



DISTRICT: EAST MOUNTAIN HIGH SCHOOL State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	76.4%	NO

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?
2012-13	0%	YES



DISTRICT: EAST MOUNTAIN HIGH SCHOOL State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	91.67%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: ELIDA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	YES



**DISTRICT: ELIDA School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	49.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	52.98%	NO	11%	11.01%	NO	1.95%	2.52%	NO

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



**DISTRICT: ESPANOLA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	96.2%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	71.4%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	31.1%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	73.8%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	40.0%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	75.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	42.2%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	86.5%	YES

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?
2012-13	0%	YES



**DISTRICT: ESPANOLA School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	98.9%	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	28.6%	NO	76.0%	64.3%	NO	80.0%	71.4%	NO

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	78.40%	YES	11%	N/A	N/A	1.95%	0.80%	YES

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



**DISTRICT: ESTANCIA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	77.8%	YES	32.0%	22.2%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	80.7%	NO

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?
2012-13	0%	YES





**DISTRICT: ESTANCIA School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	75.0%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

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



DISTRICT: ESTANCIA VALLEY CLASSICAL 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	83.33%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



DISTRICT: ESTANCIA VALLEY CLASSICAL ACADEMY State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	66.7%	NO

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?
2012-13	0%	YES



DISTRICT: ESTANCIA VALLEY CLASSICAL ACADEMY State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	95.45%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: EUNICE School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	75.0%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	90.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	95.5%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	85.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	59.1%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	93.3%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	77.3%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: EUNICE School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	41.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	5.14%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	68.22%	YES	11%	12.15%	NO	1.95%	0.86%	YES

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





**DISTRICT: FARMINGTON School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	7.8%	NO	32.0%	92.2%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	74.5%	NO
2012-13	66.4%	72.4%	YES

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

Measurement for Summary Statements of Outcome B

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.

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	77.8%	YES
2012-13	63.1%	70.4%	YES

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

Measurement for Summary Statements of Outcome C

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.

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	68.4%	NO
2012-13	72.2%	80.6%	YES

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	92.0%	YES

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?
2012-13	0%	YES



**DISTRICT: FARMINGTON School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	39.0%	NO	76.0%	70.7%	NO	80.0%	82.9%	YES

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	96.97%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: FLOYD School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: FLOYD School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	82.93%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: FT SUMNER School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	70.9%	NO

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?
2012-13	0%	YES



**DISTRICT: FT SUMNER School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	55.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	2.69%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	43.09%	NO	11%	N/A	N/A	1.95%	0.55%	YES

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



**DISTRICT: GADSDEN School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	29.7%	NO	32.0%	70.3%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	75.2%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	67.6%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	74.3%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	68.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	70.0%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	76.6%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	89.3%	YES

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?
2012-13	0%	YES



**DISTRICT: GADSDEN School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	99.0%	NO	YES

*The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	52.5%	YES	76.0%	76.3%	YES	80.0%	78.0%	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?
2012-13	71.8%	43.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	10.12%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	54.34%	NO	11%	N/A	N/A	1.95%	0.53%	YES

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



**DISTRICT: GALLUP School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	99.2%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	66.3%	NO
2012-13	66.4%	54.8%	NO

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

Measurement for Summary Statements of Outcome B

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.

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	62.2%	NO
2012-13	63.1%	42.6%	NO

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

Measurement for Summary Statements of Outcome C

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.

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	64.5%	NO
2012-13	72.2%	55.7%	NO

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	81.3%	NO

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?
2012-13	0%	YES



**DISTRICT: GALLUP School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	32.3%	NO	76.0%	61.5%	NO	80.0%	67.7%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	20.83%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	69.57%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: GILBERT L SENA State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES





DISTRICT: GILBERT L SENA State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

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



**DISTRICT: GRADY School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A



**DISTRICT: GRADY School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	*	*	76.0%	*	*	80.0%	*	*

*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?
2012-13	71.8%	49.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	4.70%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	57.53%	NO	11%	N/A	N/A	1.95%	1.26%	YES

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



**DISTRICT: GRANTS School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	48.5%	NO	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	80.8%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	80.4%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	82.8%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	69.6%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	84.2%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	82.6%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	58.1%	NO

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?
2012-13	0%	YES



**DISTRICT: GRANTS School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	98.4%	NO	YES

*The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	93.3%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	19.0%	NO	76.0%	47.6%	NO	80.0%	47.6%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	61.19%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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





**DISTRICT: HAGERMAN School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	100.0%	NO

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	79.6%	NO

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?
2012-13	0%	YES



**DISTRICT: HAGERMAN School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	84.21%	YES	11%	N/A	N/A	1.95%	2.63%	NO

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



**DISTRICT: HATCH School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	100.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	75.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	80.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	100.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	96.6%	YES

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?
2012-13	0%	YES



**DISTRICT: HATCH School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	65.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	6.64%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	65.24%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: HOBBS School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	68.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
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2012-13	75.2%	83.1%	YES
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2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	9.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
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2012-13	75.0%	85.5%	YES
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2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	1.6%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
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2012-13	74.7%	82.8%	YES
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2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	9.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	84.0%	YES

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?
2012-13	0%	YES



**DISTRICT: HOBBS School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	27.8%	NO	76.0%	63.9%	NO	80.0%	75.0%	NO

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	83.33%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: HONDO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: HONDO School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	94.87%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: HORIZON ACADEMY State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
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2012-13	75.2%	*	*
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2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
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2012-13	75.0%	*	*
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2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
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2012-13	74.7%	*	*
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2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: HORIZON ACADEMY State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

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



**DISTRICT: HOUSE School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	N/A





**DISTRICT: HOUSE School District**

(Charters Included)

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	90.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



DISTRICT: INTERNATIONAL SCHOOL OF MESA DE SOL State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

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

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	60.0%	NO

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?
2012-13	0%	YES



DISTRICT: INTERNATIONAL SCHOOL OF MESA DE SOL State Charter

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

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

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

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

**Indicator 11: Parental Consent to Evaluate**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	80.0%	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. An asterik (\*) indicates no data available.*

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

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

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

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	78.79%	YES	11%	N/A	N/A	1.95%	0.00%	YES

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



**DISTRICT: J PAUL TAYLOR ACADEMY State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

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

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

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

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: J PAUL TAYLOR ACADEMY State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	89.74%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





**DISTRICT: JAL School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	81.8%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	89.8%	YES

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?
2012-13	0%	YES



**DISTRICT: JAL School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	78.79%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: JEMEZ MOUNTAIN School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	N/A	N/A
2012-13	66.4%	N/A	N/A

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	N/A	N/A
2012-13	63.1%	N/A	N/A

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	N/A	N/A
2012-13	72.2%	N/A	N/A

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: JEMEZ MOUNTAIN School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	*	*	76.0%	*	*	80.0%	*	*

*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?
2012-13	71.8%	89.0%	YES

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	75.76%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: JEMEZ VALLEY School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: JEMEZ VALLEY School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	0.00%	NO	11%	0.00%	YES	1.95%	#####	NO

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: JUVENILE JUSTICE

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	YES



DISTRICT: JUVENILE JUSTICE

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: LA PROMESA EARLY LEARNING CENTER State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	90.9%	YES

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?
2012-13	0%	YES



DISTRICT: LA PROMESA EARLY LEARNING CENTER State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: LA RESOLANA LEADERSHIP State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*
2012-13	66.4%	*	*

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*
2012-13	63.1%	*	*

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*
2012-13	72.2%	*	*

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES





DISTRICT: LA RESOLANA LEADERSHIP State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



**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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.2% \* \*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13 66.4% \* \*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.0% \* \*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13 63.1% \* \*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 74.7% \* \*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13 72.2% \* \*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	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?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: LAKE ARTHUR School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	66.7%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.2% 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.

2012-13 66.4% N/A N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
-------------	--------------	---------------	-------------------

2012-13 75.0% 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.

2012-13 63.1% N/A N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
-------------	--------------	---------------	-------------------

2012-13 74.7% 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.

2012-13 72.2% N/A N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	76.2%	NO

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?
2012-13	0%	YES



**DISTRICT: LAKE ARTHUR School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	50.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	4.31%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	55.41%	NO	11%	15.02%	NO	1.95%	0.53%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





**DISTRICT: LAS CRUCES School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	5.7%	NO	32.0%	86.6%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	76.6%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	36.9%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	80.4%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	39.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	75.3%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	49.2%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	80.4%	NO

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?
2012-13	0%	YES



**DISTRICT: LAS CRUCES School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	86.8%	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	40.0%	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	87.0%	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 other postsecondary education or training program or 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?
2012-13	49.0%	40.0%	NO	76.0%	55.7%	NO	80.0%	71.4%	NO

*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?
2012-13	71.8%	51.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	53.55%	NO	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: LAS VEGAS CITY School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	47.6%	NO	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	83.3%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	16.7%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	91.7%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	58.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	91.7%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	50.0%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	79.9%	NO

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?
2012-13	0%	YES



**DISTRICT: LAS VEGAS CITY School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	100%	95%	33.0%	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 other postsecondary education or training program or 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?
2012-13	49.0%	*	*	76.0%	*	*	80.0%	*	*

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	96.15%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: LOGAN School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	66.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	90.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	41.7%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	91.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: LOGAN School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	73.02%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: LORDSBURG School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	100.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	75.0%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	61.9%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	54.5%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	61.9%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	81.8%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	81.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	35.8%	NO

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?
2012-13	0%	YES



**DISTRICT: LORDSBURG School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	63.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	1.23%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	74.81%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: LOS ALAMOS School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	97.9%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	65.0%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	29.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	71.8%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	27.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	75.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	52.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	83.6%	YES

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?
2012-13	0%	YES



**DISTRICT: LOS ALAMOS School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	54.5%	YES	76.0%	90.9%	YES	80.0%	100.0%	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?
2012-13	71.8%	44.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	4.41%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	42.58%	NO	11%	15.47%	NO	1.95%	1.49%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: LOS LUNAS School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	83.3%	YES	32.0%	16.7%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	90.3%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	58.1%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	83.3%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	46.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	91.4%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	70.9%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	88.6%	YES

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?
2012-13	0%	YES





**DISTRICT: LOS LUNAS School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	26.0%	NO	76.0%	46.0%	NO	80.0%	76.0%	NO

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	80.00%	YES	11%	N/A	N/A	1.95%	1.82%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: LOVING School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	40.0%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	50.0%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	60.0%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	84.4%	YES

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?
2012-13	0%	YES



**DISTRICT: LOVING School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	55.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	1.43%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	67.47%	YES	11%	N/A	N/A	1.95%	0.60%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: LOVINGTON School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	81.8%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	90.9%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	100.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	51.3%	NO

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?
2012-13	0%	YES



**DISTRICT: LOVINGTON School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	22.7%	NO	76.0%	63.6%	NO	80.0%	77.3%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	5.26%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	84.62%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





**DISTRICT: MAGDALENA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	75.0%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	63.6%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	63.6%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	81.8%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: MAGDALENA School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: MAXWELL School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: MAXWELL School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	*	*	76.0%	*	*	80.0%	*	*

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT: MCCURDY 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	87.10%	YES	11%	N/A	N/A	1.95%	3.23%	NO

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: MCCURDY CHARTER SCHOOL State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: MCCURDY CHARTER SCHOOL State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	81.82%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: MEDIA ARTS State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: MEDIA ARTS State Charter**

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	94.74%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: MELROSE School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	55.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	61.5%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	47.1%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	36.4%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	47.1%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	76.9%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	47.1%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	86.2%	YES

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?
2012-13	0%	YES



**DISTRICT: MELROSE School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	67.31%	YES	11%	N/A	N/A	1.95%	1.92%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: MESA VISTA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	66.7%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	73.5%	NO

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?
2012-13	0%	YES





**DISTRICT: MESA VISTA School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	50.0%	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	33.0%	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT: MISSION ACHIEVEMENT AND SUCCESS 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: MISSION ACHIEVEMENT AND SUCCESS State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	50.0%	NO

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?
2012-13	0%	YES



DISTRICT: MISSION ACHIEVEMENT AND SUCCESS State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: MONTESSORI ELEMENTARY SCHOOL State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	92.9%	YES

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?
2012-13	0%	YES



DISTRICT: MONTESSORI ELEMENTARY SCHOOL State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	46.15%	NO	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





**DISTRICT: MORA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: MORA School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	*	*	76.0%	*	*	80.0%	*	*

*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?
2012-13	71.8%	52.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	9.57%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	70.38%	YES	11%	N/A	N/A	1.95%	0.82%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: MORIARTY School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	82.6%	YES	32.0%	17.4%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	53.8%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	66.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	50.0%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	61.9%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	55.6%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	81.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	71.2%	NO

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?
2012-13	0%	YES



**DISTRICT: MORIARTY School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.



**DISTRICT: MOSQUERO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*
2012-13	66.4%	*	*

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*
2012-13	63.1%	*	*

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*
2012-13	72.2%	*	*

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A



**DISTRICT: MOSQUERO School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	50.00%	NO	11%	N/A	N/A	1.95%	1.85%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: MOUNTAINAIR School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	YES



**DISTRICT: MOUNTAINAIR School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		NDA	*

*The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	*	*	76.0%	*	*	80.0%	*	*

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: NEW AMERICA SCHOOL State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	66.7%	NO

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?
2012-13	0%	YES



DISTRICT: NEW AMERICA SCHOOL State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT: NEW AMERICA SCHOOL - LAS CRUCES 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: NEW AMERICA SCHOOL - LAS CRUCES State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	N/A





DISTRICT: NEW AMERICA SCHOOL - LAS CRUCES State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: NEW MEXICO SCHOOL FOR THE ARTS State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	50.0%	NO

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?
2012-13	0%	N/A



DISTRICT: NEW MEXICO SCHOOL FOR THE ARTS State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	54.55%	NO

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: New Mexico School for the Blind and Visually Impaired

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	100.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	75.0%	NO

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?
2012-13	0%	YES



DISTRICT: New Mexico School for the Blind and Visually Impaired

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	0.00%	NO	11%	0.00%	YES	1.95%	#####	NO

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





DISTRICT: New Mexico School for the Deaf

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	100.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.2% N/A N/A

2012-13 66.4% N/A N/A

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.0% N/A N/A

2012-13 63.1% N/A N/A

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

School Year	State Target	District Rate	Met State Target?
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2012-13 74.7% N/A N/A

2012-13 72.2% N/A N/A

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: New Mexico School for the Deaf

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	0.00%	NO	11%	0.00%	YES	1.95%	#####	NO

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: NM CORRECTIONS

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	YES



DISTRICT: NM CORRECTIONS

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%			

*The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: NM INTERNATIONAL SCHOOL State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A



DISTRICT: NM INTERNATIONAL SCHOOL State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: NORTH VALLEY State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: NORTH VALLEY State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	98.59%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: PECOS School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	7.7%	NO	32.0%	92.3%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: PECOS School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	8.00%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	49.32%	NO	11%	N/A	N/A	1.95%	2.74%	NO

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: PENASCO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	78.6%	NO

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?
2012-13	0%	YES





**DISTRICT: PENASCO School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	100%	95%	80.0%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	65.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	7.81%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	67.02%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: POJOAQUE School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	89.5%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	YES



**DISTRICT: POJOAQUE School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	30.0%	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 other postsecondary education or training program or 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?
2012-13	49.0%	*	*	76.0%	*	*	80.0%	*	*

*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?
2012-13	71.8%	73.0%	YES

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	1.14%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	59.61%	NO	11%	N/A	N/A	1.95%	0.25%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: PORTALES School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	3.2%	NO	32.0%	96.8%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	91.7%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	76.4%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	90.7%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	61.8%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	82.1%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	72.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	92.8%	YES

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?
2012-13	0%	YES



**DISTRICT: PORTALES School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	53.3%	YES	76.0%	86.7%	YES	80.0%	86.7%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





**DISTRICT: QUEMADO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: QUEMADO School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	100%	95%	81.0%	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	91.53%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: QUESTA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	45.1%	NO

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?
2012-13	0%	YES



**DISTRICT: QUESTA School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: RALPH J BUNCHE ACADEMY State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	83.3%	YES

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?
2012-13	0%	YES



DISTRICT: RALPH J BUNCHE ACADEMY State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	44.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	3.57%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	60.00%	YES	11%	N/A	N/A	1.95%	1.54%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: RATON School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	97.1%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	83.3%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	82.6%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	85.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	56.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	87.0%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: RATON School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	40.0%	NO	76.0%	70.0%	NO	80.0%	70.0%	NO

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: RED RIVER VALLEY CHARTER State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: RED RIVER VALLEY CHARTER State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	86.21%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: RESERVE School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	87.4%	YES

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?
2012-13	0%	YES





**DISTRICT: RESERVE School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	51.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	2.30%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	62.73%	YES	11%	N/A	N/A	1.95%	0.16%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: RIO RANCHO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	35.1%	NO	32.0%	60.6%	NO

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	75.7%	YES
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	77.4%	YES

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	79.3%	YES
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	80.0%	YES

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	85.5%	YES
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	82.6%	YES

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	93.7%	YES

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?
2012-13	0%	YES



**DISTRICT: RIO RANCHO School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	51.5%	YES	76.0%	89.4%	YES	80.0%	89.4%	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?
2012-13	71.8%	39.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	9.13%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	50.56%	NO	11%	13.29%	NO	1.95%	1.04%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: ROSWELL School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	94.0%	YES	32.0%	4.5%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	87.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	75.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	82.9%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	71.4%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	81.2%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	81.5%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	86.5%	YES

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?
2012-13	0%	YES



**DISTRICT: ROSWELL School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	94.5%	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	52.9%	YES	76.0%	79.4%	YES	80.0%	88.2%	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?
2012-13	71.8%	N/A	N/A

State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.





**DISTRICT: ROY School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.2% 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.

2012-13 66.4% N/A N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 75.0% 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.

2012-13 63.1% N/A N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
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2012-13 74.7% 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.

2012-13 72.2% N/A N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	37.5%	NO

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?
2012-13	0%	N/A



**DISTRICT: ROY School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	51.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	1.69%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	75.69%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: RUIDOSO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: RUIDOSO School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT: SAGE MONTESSORI 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: SAGE MONTESSORI CHARTER SCHOOL State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: SAGE MONTESSORI CHARTER SCHOOL State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	92.31%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: SAN JON School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	88.9%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	72.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	77.8%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	54.5%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	63.6%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: SAN JON School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	45.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	5.92%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	63.77%	YES	11%	10.59%	YES	1.95%	1.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: SANTA FE School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	31.8%	NO	32.0%	64.3%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	68.2%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	60.2%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	60.9%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	57.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	56.6%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	65.0%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	69.6%	NO

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?
2012-13	0%	YES



**DISTRICT: SANTA FE School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	88.0%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	42.6%	NO	76.0%	63.0%	NO	80.0%	66.7%	NO

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	11.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	94.94%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: SANTA ROSA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	78.6%	NO

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?
2012-13	0%	YES





**DISTRICT: SANTA ROSA School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	100%	95%	71.0%	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	4.17%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	74.29%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: SCHOOL OF DREAMS State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	YES



**DISTRICT: SCHOOL OF DREAMS State Charter**

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	0.00%	NO	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: SEQUOYAH**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: SEQUOYAH

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	55.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	5.43%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	41.28%	NO	11%	N/A	N/A	1.95%	2.03%	NO

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





**DISTRICT: SILVER CITY School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	81.4%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	52.0%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	63.6%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	39.1%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	59.1%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	52.9%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	72.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	67.9%	NO

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?
2012-13	0%	YES



**DISTRICT: SILVER CITY School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	18.8%	NO	76.0%	75.0%	NO	80.0%	81.3%	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?
2012-13	71.8%	60.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	4.35%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	51.47%	NO	11%	N/A	N/A	1.95%	1.10%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: SOCORRO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	67.7%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	77.8%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	69.2%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	90.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	69.2%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	88.9%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	69.2%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: SOCORRO School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	42.9%	NO	76.0%	92.9%	YES	80.0%	92.9%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: SOUTH VALLEY PREPARATORY SCHOOL State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: SOUTH VALLEY PREPARATORY SCHOOL State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: SOUTHWEST INTERMEDIATE LEARNING CTR State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A



DISTRICT: SOUTHWEST INTERMEDIATE LEARNING CTR State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: SOUTHWEST PRIMARY LEARNING CENTER State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A



DISTRICT: SOUTHWEST PRIMARY LEARNING CENTER State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.



DISTRICT: SOUTHWEST SECONDARY LEARNING State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A





DISTRICT: SOUTHWEST SECONDARY LEARNING State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	60.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: SPRINGER School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	83.3%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: SPRINGER School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT: SW AERONAUTICS MATH & SCIENCE 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: SW AERONAUTICS MATH & SCIENCE ACADEMY State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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?
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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.

2012-13	75.2%	*	*
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2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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?
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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.

2012-13	75.0%	*	*
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2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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?
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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.

2012-13	74.7%	*	*
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2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	50.0%	NO

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?
2012-13	0%	N/A



DISTRICT: SW AERONAUTICS MATH & SCIENCE ACADEMY State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	68.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	1.27%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	44.17%	NO	11%	N/A	N/A	1.95%	0.61%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





**DISTRICT: TAOS School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	98.2%	YES	32.0%	1.8%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	29.4%	NO

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	28.6%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	38.9%	NO

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	23.8%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	27.8%	NO

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	23.8%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	96.1%	YES

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?
2012-13	0%	YES



**DISTRICT: TAOS School District**  
 (Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	94.1%	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	53.3%	YES	76.0%	93.3%	YES	80.0%	100.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	100.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: TAOS ACADEMY State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	91.7%	YES

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?
2012-13	0%	YES



DISTRICT: TAOS ACADEMY State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	80.00%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: TAOS INTEGRATED SCHOOL FOR THE ARTS State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: TAOS INTEGRATED SCHOOL FOR THE ARTS State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	65.22%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: TATUM School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	92.9%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

2012-13	66.4%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

2012-13	63.1%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

2012-13	72.2%	N/A	N/A
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	93.8%	YES

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?
2012-13	0%	YES



**DISTRICT: TATUM School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	*	*	76.0%	*	*	80.0%	*	*

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	75.36%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: TEXICO School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	78.6%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	92.3%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	87.5%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	69.2%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	92.3%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	86.1%	YES

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?
2012-13	0%	YES



**DISTRICT: TEXICO School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	10.34%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	66.67%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: THE ASK ACADEMY State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES





DISTRICT: THE ASK ACADEMY State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	78.0%	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: THE GREAT ACADEMY State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	80.0%	NO

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?
2012-13	0%	N/A



DISTRICT: THE GREAT ACADEMY State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	5.88%	NO

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: THE LEARNING COMMUNITY State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: THE LEARNING COMMUNITY State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	60.0%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	14.29%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





**DISTRICT: THE MASTERS PROGRAM State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: THE MASTERS PROGRAM State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	78.38%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: TIERRA ADENTRO State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



DISTRICT: TIERRA ADENTRO State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	48.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	3.77%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	77.85%	YES	11%	N/A	N/A	1.95%	0.67%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: TRUTH OR CONS. School District  
(Charters Included)**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	35.7%	NO	32.0%	64.3%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
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2012-13	75.2%	84.6%	YES
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2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	77.3%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
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2012-13	75.0%	77.8%	YES
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2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	77.3%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
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2012-13	74.7%	62.5%	NO
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2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	86.4%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	90.3%	YES

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?
2012-13	0%	YES



**DISTRICT: TRUTH OR CONS. School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	92.3%	NO	NO

*The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). N/A reflects an "n" size smaller than 10. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	100%	95%	60.0%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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 other postsecondary education or training program or 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?
2012-13	49.0%	45.5%	NO	76.0%	72.7%	NO	80.0%	90.9%	YES

*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?
2012-13	71.8%	61.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	8.00%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	86.71%	YES	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: TUCUMCARI School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	0.0%	NO	32.0%	100.0%	NO

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	81.8%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	46.4%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	81.8%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	46.4%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	81.8%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	46.4%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: TUCUMCARI School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	29.58%	NO	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: TULAROSA School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	86.7%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	77.3%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	34.6%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	91.7%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	7.7%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	78.9%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	42.3%	NO
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	70.5%	NO

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?
2012-13	0%	YES



**DISTRICT: TULAROSA School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	100%	95%	80.0%	NO	NO

*The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above). 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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT: UPLIFT COMMUNITY 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: UPLIFT COMMUNITY SCHOOL State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	N/A





DISTRICT: UPLIFT COMMUNITY SCHOOL State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: VAUGHN School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	YES



**DISTRICT: VAUGHN School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: WAGON MOUND School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	100.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	66.4%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	63.1%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	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.

School Year	State Target	District Rate	Met State Target?
2012-13	72.2%	N/A	N/A

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	100.0%	YES

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?
2012-13	0%	N/A



**DISTRICT: WAGON MOUND School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT: WALATOWA CHARTER HIGH 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	N/A	N/A	11%	N/A	N/A	1.95%	0.00%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*





**DISTRICT: WALATOWA CHARTER HIGH State Charter**

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	YES



DISTRICT: WALATOWA CHARTER HIGH State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	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?
2012-13	71.8%	47.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	2.74%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	76.04%	YES	11%	N/A	N/A	1.95%	1.04%	YES

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: WEST LAS VEGAS School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	50.0%	YES	32.0%	0.0%	YES

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	73.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	78.9%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	100.0%	YES

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	73.7%	YES
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	94.8%	YES

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?
2012-13	0%	YES



**DISTRICT: WEST LAS VEGAS School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	NO

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%	89.0%	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 other postsecondary education or training program or 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?
2012-13	49.0%	50.0%	YES	76.0%	80.0%	YES	80.0%	80.0%	YES

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*



DISTRICT: WILLIAM W & JOSEPHINE DORN 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?
2012-13	71.8%	N/A	N/A

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%		*	11%		*	1.95%		*

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



DISTRICT: WILLIAM W & JOSEPHINE DORN CHARTER State Charter

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**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.	2012-13	75.2%	*	*
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	2012-13	66.4%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	75.0%	*	*
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	2012-13	63.1%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**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.	2012-13	74.7%	*	*
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	2012-13	72.2%	*	*

N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	*	*

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?
2012-13	0%	N/A



DISTRICT: WILLIAM W & JOSEPHINE DORN CHARTER State Charter

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	N/A

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	100%	95%		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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 13: Post Secondary Measurable Goals and Transition**

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	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?
2012-13	71.8%	54.0%	NO

*State utilized the 2011-12 data. N/A reflects an "n" size smaller than 10.*

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2012-13	6.11%	2.22%	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 on statewide assessments can be viewed at.

2012-13 [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 for greater than 10 days in a school year.

School Year	State Target	Met State Target?
2012-13	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?
2012-13	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?
2012-13	60%	44.38%	NO	11%	N/A	N/A	1.95%	2.96%	NO

*N/A reflects an "n" size smaller than 10. An (\*) reflects data not collected.*



**DISTRICT: ZUNI School District**

(Charters Included)

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

Measurement: Percent of children aged 3 through 5 with IEPs attending a:

School Year	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.			Separate special education class, separate school or residential facility.		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2012-13	48.8%	N/A	N/A	32.0%	N/A	N/A

N/A reflects a sample size smaller than 10.

**Indicator 7A: Positive Social-Emotional Skills (including social relationships)**

Measurement for Summary Statements of Outcome A

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.2%	*	*

2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

2012-13	66.4%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)**

Measurement for Summary Statements of Outcome B

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.

School Year	State Target	District Rate	Met State Target?
2012-13	75.0%	*	*

2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.

2012-13	63.1%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs**

Measurement for Summary Statements of Outcome C

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.

School Year	State Target	District Rate	Met State Target?
2012-13	74.7%	*	*

2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.

2012-13	72.2%	*	*
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N/A reflects a sample size smaller than 10. An asterik(\*) reflects no preschool students.

**Indicator 8: Parent Involvement (Random Sample Survey)**

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2012-13	81.8%	65.1%	NO

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?
2012-13	0%	YES



**DISTRICT: ZUNI School District**

(Charters Included)

**Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)**

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2012-13	0%	YES

*Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment.*

**Indicator 11: Parental Consent to Evaluate**

Measurement: For INITIAL evaluations only. Percent of children with parental consent to evaluate, who were evaluated within 60 days compared to state target.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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. An asterik (\*) indicates no data available.*

**Indicator 12: Early Childhood Transition from Part C**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2012-13	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?
2012-13	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 other postsecondary education or training program or 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?
2012-13	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

*N/A reflects an "n" size smaller than 10. An asterisk (\*) reflects data not available.*