



DISTRICT: ACADEMY OF TRADES & TECHNOLOGY State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	85.71%	No

2015-16 23.22% 85.71% No
 State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

2015-16 1.90% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

2015-16 0% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools 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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2015-16	83.0%	0.0%	No
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N/A denotes minimum sample size not met. An asterisk (*) denotes 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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2015-16	0%	Yes
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N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	0.0%	No	No

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ACE LEADERSHIP HIGH SCHOOL State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	50.0%	No	No

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ALAMOGORDO School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	51.54%	Yes	19%	12.80%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	4.9%	No	28.0%	91.0%	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	76.8	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	47.4	Yes
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	78.3	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	40.6	No
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	77.3	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	55.7	No
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools 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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2015-16	83.0%	92.6%	Yes
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N/A denotes minimum sample size not met. An asterisk (*) denotes 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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2015-16	0%	Yes
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N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	0.0%	No	No

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	53.8%	No	76.0%	92.3%	Yes	80.0%	92.3%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ALBUQUERQUE School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	30.18%	No

2015-16 23.22% 30.18% No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

2015-16 1.90% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

2015-16 0% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	28.29%	No	19%	33.72%	No	1.90%	0.66%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	3.7%	No	28.0%	64.5%	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	80.8	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	42.6	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	80.5	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	29.6	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	79.8	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	51.2	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	85.9%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	42.0%	No	76.0%	77.2%	Yes	80.0%	84.4%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ALBUQUERQUE SCHOOL OF EXCELLENCE State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	43.75%	No	19%	18.75%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ALBUQUERQUE SIGN LANGUAGE ACADEMY State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	16.07%	No	19%	8.93%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ALDO LEOPOLD CHARTER State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	90.48%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	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).

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ALMA D'ARTE State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: AMY BIEHL CHARTER State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	74.51%	Yes	19%	9.80%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	80.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ANIMAS School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	86.67%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	0.0%	No	28.0%	100.0%	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	61.5	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	0.0	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	53.8	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	0.0	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	53.8	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	0.0	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ANTHONY CHARTER SCHOOL State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

School Year	State Target	District Rate	Met State Target?
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

School Year	State Target	Met State Target?
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

School Year	State Target	Met State Target?
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			In Separate Schools, Residential Facilities, or homebound/hospital placements		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: ANTHONY 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: ANTHONY 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ARTESIA School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	85.50%	Yes	19%	8.74%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	0.0%	No	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	76.1	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	66.2	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	63.6	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	60.8	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	65.6	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	78.4	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	91.4%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: AZTEC School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	39.29%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	50.33%	Yes	19%	18.60%	Yes	1.90%	0.66%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	100.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	81.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	33.3	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	63.2	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	37.5	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	88.9	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	45.8	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	70.3%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	95.1%	No	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	50.0%	No	76.0%	70.8%	No	80.0%	83.3%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: BELEN School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	32.56%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	41.55%	No	19%	14.95%	Yes	1.90%	0.15%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	100.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	78.6	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	73.3	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	85.2	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	71.1	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	69.6	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	75.6	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	73.6%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	28.6%	No	76.0%	71.4%	No	80.0%	75.0%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: BERNALILLO School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	37.93%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	61.02%	Yes	19%	9.20%	Yes	1.90%	0.24%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	86.1%	Yes	28.0%	8.3%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	73.3	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	45.0	47.6	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	81.3	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	52.0	66.7	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	75.0	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	62.0	57.1	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	96.9%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	35.7%	No	76.0%	85.7%	Yes	80.0%	85.7%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: BLOOMFIELD School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	59.41%	Yes	19%	14.51%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	95.5%	Yes	28.0%	2.3%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	92.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	72.2	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	81.8	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	80.6	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	100.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	81.1	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	93.4%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	18.8%	No	76.0%	62.5%	No	80.0%	62.5%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CAPITAN School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	87.50%	Yes	19%	5.36%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



**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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	20.0%	No	76.0%	80.0%	No	80.0%	80.0%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CARLSBAD School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	66.67%	Yes	19%	13.36%	Yes	1.90%	0.65%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	97.2%	Yes	28.0%	2.1%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	84.9	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	24.6	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	83.2	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	34.3	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	84.1	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	47.8	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	87.1%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	57.1%	No	76.0%	92.9%	Yes	80.0%	92.9%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CARRIZOZO School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

School Year	State Target	District Rate	Met State Target?
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

School Year	State Target	Met State Target?
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

School Year	State Target	Met State Target?
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			In Separate Schools, Residential Facilities, or homebound/hospital placements		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	50%	86.67%	Yes	19%	6.67%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%		No	28.0%		No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: CARRIZO 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CENTRAL CONS. School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	18.97%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	69.35%	Yes	19%	15.02%	Yes	1.90%	0.36%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	98.8%	Yes	28.0%	1.3%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	64.2	Yes
2015-16	45.0	38.4	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	55.2	No
2015-16	52.0	27.4	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	61.3	No
2015-16	62.0	43.8	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	70.8%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	97.1%	No	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	61.9%	Yes	76.0%	66.7%	No	80.0%	76.2%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CESAR CHAVEZ COMMUNITY State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	22.2%	No	76.0%	33.3%	No	80.0%	33.3%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CHAMA School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	58.82%	Yes	19%	1.47%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	29.3%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CIEN AGUAS INTERNATIONAL State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	50.00%	Yes	19%	5.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: CIEN AGUAS INTERNATIONAL 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: CIEN AGUAS INTERNATIONAL 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CIMARRON School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

School Year	State Target	District Rate	Met State Target?
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

School Year	State Target	Met State Target?
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

School Year	State Target	Met State Target?
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			In Separate Schools, Residential Facilities, or homebound/hospital placements		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	50%	45.24%	No	19%	4.76%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	70.6%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CLAYTON School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	59.02%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	73.7%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CLOUDCROFT School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	70.59%	Yes	19%	2.94%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	70.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	94.4%	No	No

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CLOVIS School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	NO

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	NO

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	58.33%	Yes	19%	7.69%	Yes	1.90%	1.02%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	3.8%	No	28.0%	93.3%	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	86.4	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	55.3	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	87.3	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	52.3	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	89.2	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	69.5	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	87.9%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	46.2%	No	76.0%	76.9%	Yes	80.0%	76.9%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: COBRE CONS. School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	51.68%	Yes	19%	15.44%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	95.8%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	82.4	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	68.0	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	80.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	73.1	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	55.6	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	76.9	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	67.8%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CORAL COMMUNITY CHARTER State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CORONA School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	90.91%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%		No	28.0%		No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: COTTONWOOD CLASSICAL State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	97.30%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CREATIVE ED PREP State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	28.57%	No	19%	28.57%	No	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: CUBA School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	82.89%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	28.6%	No	76.0%	28.6%	No	80.0%	28.6%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: DEMING School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	40.00%	No

2015-16 23.22% 40.00% No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

2015-16 1.90% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

2015-16 0% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	60.55%	Yes	19%	16.56%	Yes	1.90%	0.32%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	14.0%	No	28.0%	86.0%	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	61.5	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	74.1	Yes
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	55.9	No

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	64.8	Yes
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	63.6	No

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	66.7	Yes
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	81.3%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	25.0%	No	76.0%	90.0%	Yes	80.0%	90.0%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: DES MOINES School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: DEXTER School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	69.84%	Yes	19%	3.17%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	100.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: DORA School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	85.71%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	54.5	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	9.1	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	54.5	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	9.1	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	54.5	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	9.1	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: DULCE School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	48.24%	No	19%	5.88%	Yes	1.90%	1.18%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	92.9%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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

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

School Year	State Compliance Target	Met State Compliance Target?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ELIDA School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	83.3%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	50.0%	No	76.0%	100.0%	Yes	80.0%	100.0%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ESPANOLA School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

School Year	State Target	District Rate	Met State Target?
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

School Year	State Target	Met State Target?
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

School Year	State Target	Met State Target?
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

School Year	In Regular Class 80% or more			In Regular Class less than 40%			In Separate Schools, Residential Facilities, or homebound/hospital placements		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	50%	57.92%	Yes	19%	8.82%	Yes	1.90%	1.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	24.6%	No	28.0%	42.1%	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	82.4	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	78.6	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	88.2	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	82.1	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	87.9	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	75.0	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	79.4%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	30.8%	No	76.0%	61.5%	No	80.0%	69.2%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ESTANCIA School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	61.54%	Yes	19%	3.85%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	68.00%	Yes	19%	4.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	66.7%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: EUNICE School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	88.37%	Yes	19%	5.81%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	23.5%	No	28.0%	76.5%	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	88.9	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	90.3	Yes
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	92.0	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	90.3	Yes
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N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	87.5	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	90.3	Yes
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	80.0%	No	76.0%	80.0%	Yes	80.0%	80.0%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: EXPLORE ACADEMY State Charter

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	63.16%	Yes	19%	10.53%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: EXPLORE 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: EXPLORE 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: FARMINGTON School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	45.21%	No

2015-16 23.22% 45.21% No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

2015-16 1.90% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

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

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

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

2015-16 0% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

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

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	67.58%	Yes	19%	12.91%	Yes	1.90%	0.37%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	16.3%	No	28.0%	81.5%	No

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	66.7	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	62.1	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	65.9	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	54.5	Yes

N/A denotes minimum "n" size not met.

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

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	60.7	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	66.7	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

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

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	92.2%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 12: Early Childhood Transition from Part C

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 13: Post Secondary Measurable Goals and Transition

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

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

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

Indicator 14: Post School Outcomes

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

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	41.7%	No	76.0%	75.0%	No	80.0%	83.3%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: FLOYD School District
(Charters Included)

Indicator 1: Graduation Rates

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

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

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

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	97.37%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: FT SUMNER School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	85.25%	Yes	19%	1.64%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	100.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	60.0	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	45.5	Yes
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	62.5	No

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	45.5	No
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	70.0	No

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	36.4	No
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools 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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2015-16	83.0%	63.2%	No
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N/A denotes minimum sample size not met. An asterisk (*) denotes 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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2015-16	0%	Yes
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N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	100.0%	Yes	76.0%	100.0%	Yes	80.0%	100.0%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: GADSDEN School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	38.31%	No	19%	29.85%	No	1.90%	1.31%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	33.5%	No	28.0%	62.5%	No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	70.2	Yes
2015-16	45.0	61.9	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	76.1	Yes
2015-16	52.0	63.3	Yes

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	69.1	No
2015-16	62.0	67.3	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	93.2%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	48.4%	No	76.0%	64.5%	No	80.0%	69.4%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: GALLUP School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	40.37%	No

2015-16 23.22% 40.37% No
State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

2015-16 1.90% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

2015-16 0% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	58.41%	Yes	19%	10.34%	Yes	1.90%	0.29%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	98.9%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	84.8%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	99.5%	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).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	34.1%	No	76.0%	63.7%	No	80.0%	65.9%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: GILBERT L SENA State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	61.11%	No

2015-16 23.22% 61.11% No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

2015-16 1.90% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

2015-16 0% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: GRADY School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	58.82%	Yes	19%	5.88%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	0.0%	No	No

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: GRANTS School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	34.29%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	33.48%	No	19%	21.46%	No	1.90%	0.21%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	63.5%	Yes	28.0%	20.3%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	80.9	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	72.2	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	85.7	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	71.2	Yes

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	90.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	83.3	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	74.5%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	38.5%	No	76.0%	84.6%	Yes	80.0%	84.6%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: HAGERMAN School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	65.71%	Yes	19%	11.43%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	66.3%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: HATCH School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	81.90%	Yes	19%	6.67%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	94.7%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

N/A denotes minimum "n" size not met.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	N/A
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2015-16	45.0	N/A	N/A
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Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

N/A denotes minimum "n" size not met.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	N/A
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2015-16	52.0	N/A	N/A
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Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

N/A denotes minimum "n" size not met.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	N/A	N/A
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2015-16	62.0	N/A	N/A
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Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: HEALTH LEADERSHIP HIGH SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	87.50%	Yes	19%	6.25%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: HEALTH 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: HEALTH 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: HEALTH SCIENCES ACADEMY State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%		NA	19%		NA	1.90%		NA

N/A denotes minimum "n" size not met.



DISTRICT: HEALTH SCIENCES 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: HEALTH SCIENCES 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: HOBBS School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	63.05%	Yes	19%	14.02%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	98.9%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	96.5	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	62.1	Yes
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	93.2	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	31.7	No
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	94.7	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	60.3	No
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools 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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2015-16	83.0%	82.5%	No
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N/A denotes minimum sample size not met. An asterisk (*) denotes 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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2015-16	0%	Yes
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N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	97.4%	No	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	38.1%	No	76.0%	69.0%	No	80.0%	71.4%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: HONDO School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: HORIZON ACADEMY State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	87.50%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	75.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: HOUSE School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	81.82%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%		No	28.0%		No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	88.24%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	85.7%	No	No

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: J PAUL TAYLOR ACADEMY State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	66.7%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: JAL School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	80.36%	Yes	19%	12.50%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	50.0%	Yes	28.0%	30.0%	No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	88.9	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	61.1	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	83.3	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	50.0	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	100.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	94.4	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	69.7%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: JEMEZ MOUNTAIN School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	51.61%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	87.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: JEMEZ VALLEY School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

School Year	State Target	Met State Target?
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			In Separate Schools, Residential Facilities, or homebound/hospital placements		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	50%	58.97%	Yes	19%	7.69%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LA ACADEMIA DOLORES HUERTA State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	79.31%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: LA ACADEMIA DOLORES HUERTA 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: LA ACADEMIA DOLORES HUERTA 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LA JICARITA COMMUNITY SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
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2015-16	23.22%	N/A	N/A
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State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
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2015-16	1.90%	YES
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State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
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2015-16	0%	YES
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State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.



DISTRICT: LA JICARITA COMMUNITY SCHOOL State Charter

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.			
School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes data not available.



DISTRICT: LA JICARITA COMMUNITY SCHOOL State Charter

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LA PROMESA EARLY LEARNING CENTER State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	32.56%	No	19%	9.30%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LA RESOLANA LEADERSHIP State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	41.18%	No	19%	29.41%	No	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

School Year	State Target	Met State Target?
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			In Separate Schools, Residential Facilities, or homebound/hospital placements		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	50%	65.22%	Yes	19%	8.70%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



Indicator 10: Disproportionality - Six Specific Disabilities (Ages 6-21)

Measurement: Percent of students with IEPs identified as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

School Year	State Compliance Target	Met State Compliance Target?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LAKE ARTHUR School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LAS CRUCES School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	29.36%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	NO

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	NO

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	54.58%	Yes	19%	17.08%	Yes	1.90%	0.46%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	7.6%	No	28.0%	78.5%	No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	82.8	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	41.2	Yes
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	81.6	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	40.6	No
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	83.6	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	49.7	No
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	85.2%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	99.2%	No	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	YES	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	55.3%	Yes	76.0%	86.5%	Yes	80.0%	87.9%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LAS MONTANAS CHARTER State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: LAS MONTANAS 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	66.7%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: LAS MONTANAS 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LAS VEGAS CITY School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	55.32%	Yes	19%	13.83%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	87.0%	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).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	45.8%	No	76.0%	79.2%	Yes	80.0%	79.2%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LOGAN School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	84.21%	Yes	19%	5.26%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LORDSBURG School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	78.57%	Yes	19%	8.57%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	0.0%	No	28.0%	100.0%	No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	92.9	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	73.7	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	70.0	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	68.4	Yes

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	66.7	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	84.2	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	89.3%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LOS ALAMOS School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	41.94%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	77.41%	Yes	19%	0.93%	Yes	1.90%	0.37%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	87.9%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	61.1	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	28.9	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	75.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	28.9	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	71.4	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	28.9	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	79.1%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	80.0%	Yes	76.0%	96.0%	Yes	80.0%	96.0%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LOS LUNAS School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	37.99%	No	19%	12.30%	Yes	1.90%	0.88%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	69.8%	Yes	28.0%	19.8%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	82.6	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	41.8	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	75.7	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	39.2	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	80.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	59.5	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	18.2%	No	76.0%	69.7%	No	80.0%	93.9%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LOVING School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	72.29%	Yes	19%	4.82%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: LOVINGTON School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	59.48%	Yes	19%	13.29%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	100.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	76.3	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	59.1	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	73.4	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	55.3	Yes

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	87.8	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	70.2	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	21.4%	No	76.0%	64.3%	No	80.0%	85.7%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MAGDALENA School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	95.92%	Yes	19%	0.00%	Yes	1.90%	2.04%	No

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	100.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	87.5	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	91.7	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	100.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	83.3	Yes

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	80.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	91.7	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	92.2%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MAXWELL School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



**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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	0.0%	No	No

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MCCURDY CHARTER SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	88.14%	Yes	19%	1.69%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	50.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MEDIA ARTS State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	73.81%	Yes	19%	2.38%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	80.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MELROSE School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	96.15%	Yes	19%	3.85%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	86.2%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MESA VISTA School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	79.31%	Yes	19%	3.45%	Yes	1.90%	3.45%	No

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%		No	28.0%		No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	33.3%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MISSION ACHIEVEMENT AND SUCCESS State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MONTE DEL SOL CHARTER State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	90.74%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: MONTE DEL SOL 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: MONTE DEL SOL 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MONTESSORI ELEMENTARY SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MORA School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	48.98%	No	19%	12.24%	Yes	1.90%	2.04%	No

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	72.9%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MORIARTY School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	67.36%	Yes	19%	10.70%	Yes	1.90%	0.26%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	88.2%	Yes	28.0%	11.8%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	93.3	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	50.0	Yes
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	93.8	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	55.6	Yes
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	100.0	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	77.8	Yes
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	98.8%	No	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	41.7%	No	76.0%	83.3%	Yes	80.0%	83.3%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MOSQUERO School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: MOUNTAINAIR School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	50.00%	Yes	19%	2.50%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: NEW AMERICA SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	92.86%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: NEW MEXICO CONNECTIONS ACADEMY State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	73.17%	Yes	19%	8.94%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: NEW MEXICO CONNECTIONS 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: NEW MEXICO CONNECTIONS 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: NEW MEXICO SCHOOL FOR THE ARTS State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	66.7%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: New Mexico School for the Blind and Visually Impaired

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	0.00%	No	19%	3.85%	Yes	1.90%	80.77%	No

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: New Mexico School for the Deaf

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	0.00%	No	19%	0.00%	Yes	1.90%	100.00%	No

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	45.5%	No	76.0%	63.6%	No	80.0%	63.6%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: NM INTERNATIONAL SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	75.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: NORTH VALLEY State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	91.67%	Yes	19%	2.08%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: PECOS School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	96.92%	Yes	19%	0.00%	Yes	1.90%	1.54%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: PENASCO School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	50.00%	Yes	19%	5.77%	Yes	1.90%	3.85%	No

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	83.3%	No	No

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: POJOAQUE School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

School Year	State Target	Met State Target?
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			In Separate Schools, Residential Facilities, or homebound/hospital placements		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	50%	87.64%	Yes	19%	5.62%	Yes	1.90%	0.56%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	30.0%	No	28.0%	55.0%	No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	30.6%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: PORTALES School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	57.18%	Yes	19%	12.62%	Yes	1.90%	0.99%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	4.4%	No	28.0%	91.2%	No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	78.3	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	60.7	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	85.7	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	60.7	Yes

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	75.0	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	72.1	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	46.7%	No	76.0%	53.3%	No	80.0%	60.0%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: QUEMADO School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	93.33%	Yes	19%	6.67%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%		No	28.0%		No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	19.2%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	27.3%	No	No

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: QUESTA School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	94.34%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	50.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



**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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: RATON School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	64.41%	Yes	19%	14.41%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	100.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	90.0	Yes
2015-16	45.0	71.4	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	84.6	Yes
2015-16	52.0	35.7	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	100.0	Yes
2015-16	62.0	85.7	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	80.9%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: RED RIVER VALLEY CHARTER State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: RESERVE School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	73.33%	Yes	19%	10.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: RIO RANCHO School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	9.84%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	62.47%	Yes	19%	15.30%	Yes	1.90%	0.37%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	21.4%	No	28.0%	60.0%	No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	81.9	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	56.9	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	79.8	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	49.5	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	83.1	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	67.8	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	74.4%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	49.3%	Yes	76.0%	87.0%	Yes	80.0%	87.0%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ROSWELL School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	38.24%	No

2015-16 23.22% 38.24% No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

2015-16 1.90% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

2015-16 0% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	55.14%	Yes	19%	12.83%	Yes	1.90%	0.53%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	95.9%	Yes	28.0%	4.1%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	78.2	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	66.7	Yes
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	78.0	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	64.9	Yes
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	80.4	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	68.3	Yes
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools 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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2015-16	83.0%	79.5%	No
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N/A denotes minimum sample size not met. An asterisk (*) denotes 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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2015-16	0%	Yes
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N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	97.8%	No	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	93.2%	No	No

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	47.2%	No	76.0%	77.8%	Yes	80.0%	77.8%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ROY School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: RUIDOSO School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	76.24%	Yes	19%	3.47%	Yes	1.90%	0.50%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	92.0%	Yes	28.0%	4.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	56.3	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	33.3	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	42.9	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	38.9	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	62.5	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	50.0	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	96.3%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SAGE MONTESSORI CHARTER SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	94.74%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SAN JON School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	90.48%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: SANDOVAL ACADEMY OF BILINGUAL EDUCATION 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: SANDOVAL ACADEMY OF BILINGUAL EDUCATION 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SANTA FE School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	25.64%	No

2015-16 23.22% 25.64% No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

2015-16 1.90% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

2015-16 0% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	59.12%	Yes	19%	12.80%	Yes	1.90%	1.97%	No

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	71.7%	Yes	28.0%	21.4%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	69.4	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	45.0	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	70.2	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	46.6	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	69.7	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	59.7	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	91.3%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



**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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	99.3%	No	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	42.2%	No	76.0%	77.1%	Yes	80.0%	80.7%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SANTA ROSA School District
 (Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	93.85%	Yes	19%	1.54%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SCHOOL OF DREAMS State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	53.33%	Yes	19%	6.67%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SILVER CITY School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	34.81%	No	19%	20.99%	No	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	73.7%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	83.3	Yes
2015-16	45.0	85.7	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	71.4	No
2015-16	52.0	78.6	Yes

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	75.0	Yes
2015-16	62.0	85.7	Yes

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	72.3%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	60.0%	No	No

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	9.1%	No	76.0%	36.4%	No	80.0%	45.5%	No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SOCORRO School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	46.38%	No	19%	12.32%	Yes	1.90%	0.36%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	81.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	92.3	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	53.3	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	78.6	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	46.7	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	78.6	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	53.3	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	79.6%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	95.5%	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).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SOUTH VALLEY PREPARATORY SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	20.00%	No	19%	28.00%	No	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	77.78%	Yes	19%	11.11%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	83.33%	Yes	19%	0.00%	Yes	1.90%	16.67%	No

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SOUTHWEST SECONDARY LEARNING State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	86.67%	Yes	19%	6.67%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	75.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: SPRINGER School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	43.75%	No	19%	6.25%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	75.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TAOS School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	34.48%	No

2015-16 23.22% 34.48% No

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

2015-16 1.90% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

2015-16 0% YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	48.22%	No	19%	18.29%	Yes	1.90%	1.19%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	69.7%	Yes	28.0%	3.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	88.2	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	66.7	Yes
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	87.0	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	56.7	Yes
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	88.9	Yes
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2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	66.7	Yes
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools 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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2015-16	83.0%	84.1%	Yes
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N/A denotes minimum sample size not met. An asterisk (*) denotes 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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2015-16	0%	Yes
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N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	66.7%	No	No

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	64.3%	No	76.0%	100.0%	Yes	80.0%	100.0%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TAOS ACADEMY State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	92.9%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TAOS INTEGRATED SCHOOL FOR THE ARTS State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	88.89%	Yes	19%	2.78%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TAOS INTERNATIONAL SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	20.00%	No	19%	40.00%	No	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: TAOS 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: TAOS 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TATUM School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	66.67%	Yes	19%	4.76%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	91.7%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	67.6%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TECHNOLOGY LEADERSHIP State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: TECHNOLOGY 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: TECHNOLOGY 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	0.0%	No	No

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TEXICO School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	51.61%	Yes	19%	3.23%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	100.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	33.3	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	50.0	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	56.3	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	50.0	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	40.0	No
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	61.1	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	YES	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: THE ASK ACADEMY State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	93.62%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
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2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: THE GREAT ACADEMY State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	27.27%	No	19%	27.27%	No	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: THE MASTERS PROGRAM State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	72.22%	Yes	19%	5.56%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TIERRA ADENTRO State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	100.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	83.3%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TIERRA ENCANTADA CHARTER SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	86.36%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: TIERRA ENCANTADA 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: TIERRA ENCANTADA 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TRUTH OR CONS. School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	71.86%	Yes	19%	11.56%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	3.2%	No	28.0%	83.9%	No

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	76.9	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	71.4	Yes
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	81.3	Yes

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	75.0	Yes
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	71.4	No

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	82.1	Yes
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TUCUMCARI School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

School Year	State Target	Met State Target?
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			In Separate Schools, Residential Facilities, or homebound/hospital placements		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	50%	88.03%	Yes	19%	2.11%	Yes	1.90%	0.70%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	100.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	82.6	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	33.3	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	82.6	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	33.3	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	82.6	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	33.3	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	76.6%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TULAROSA School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	43.43%	No	19%	9.09%	Yes	1.90%	1.01%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	52.0%	Yes	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	93.8	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	40.9	Yes

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	73.7	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	31.8	No

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	85.7	Yes
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	50.0	No

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: TURQUOISE TRAIL CHARTER SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	78.00%	Yes	19%	8.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



DISTRICT: TURQUOISE TRAIL 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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



DISTRICT: TURQUOISE TRAIL 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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: UPLIFT COMMUNITY SCHOOL State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	44.00%	No	19%	4.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	0.0%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: VAUGHN School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	63.64%	Yes	19%	18.18%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	100.0%	Yes

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



**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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: WAGON MOUND School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	60.00%	Yes	19%	20.00%	No	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	73.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

	School Year	State Target	District Rate	Met State Target?
1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2015-16	72.0	N/A	N/A
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.	2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: WALATOWA CHARTER HIGH State Charter

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	83.33%	Yes	19%	0.00%	Yes	1.90%	16.67%	No

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: WEST LAS VEGAS School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	71.58%	Yes	19%	8.74%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	40.0%	No	28.0%	0.0%	Yes

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	45.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	52.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	62.0	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	52.4%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	30.8%	No	76.0%	84.6%	Yes	80.0%	84.6%	Yes

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

School Year	State Target	District Rate	Met State Target?
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

School Year	State Target	Met State Target?
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

School Year	State Target	Met State Target?
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

School Year	In Regular Class 80% or more			In Regular Class less than 40%			In Separate Schools, Residential Facilities, or homebound/hospital placements		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	50%	60.00%	Yes	19%	0.00%	Yes	1.90%	0.00%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	45.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	
2015-16	52.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	
2015-16	62.0	N/A	

N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	N/A	N/A

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	NA	NA

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.



DISTRICT: ZUNI School District
(Charters Included)

Indicator 1: Graduation Rates

Measurement: Percent of youth with IEPs graduating from high school with a regular diploma.

School Year

2015-16 [Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort 2015](#)

State utilized the 2014-2015 data.

Indicator 2: Dropout Rates

Measurement: Percent of youth with IEPs dropping out of high school.

<i>School Year</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	23.22%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.

Indicator 3: State Assessment - Participation and 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.

School Year

2015-16 http://www.ped.state.nm.us/ped/Assessment_assessments.html

Indicator 4A: Significant Discrepancy in Rates for Suspension and Expulsion (Ages 3-21)

Measurement A: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	1.90%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 4B: Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion (Ages 3-21)

Measurement B: Percent of districts identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

<i>School Year</i>	<i>State Target</i>	<i>Met State Target?</i>
2015-16	0%	YES

State utilized the 2013-2014 data. The State defines significant discrepancy in the rates of suspensions and expulsions, by race and ethnicity, of greater than 10 days in a school year for students with IEPs, if the rate of suspension and expulsion is 1% greater than the State average among LEAs in the State and the LEA's "n" size is greater than 10.

Indicator 5: School Age Least Restrictive Environment (LRE)

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

<i>School Year</i>	<i>In Regular Class 80% or more</i>			<i>In Regular Class less than 40%</i>			<i>In Separate Schools, Residential Facilities, or homebound/hospital placements</i>		
	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>	<i>State Target</i>	<i>District Rate</i>	<i>Met State Target?</i>
2015-16	50%	33.13%	No	19%	8.75%	Yes	1.90%	0.63%	Yes

N/A denotes minimum "n" size not met.



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?
2015-16	50.0%	N/A	N/A	28.0%	N/A	N/A

N/A denotes minimum "n" size not met.

Indicator 7A: Positive Social-Emotional Skills (including social relationships)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive emotional skills (including social relationships)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	45.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language / communication and early literacy)

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	73.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	52.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 7C: Use of Appropriate Behaviors to Meet Their Needs

Measurement: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

1. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

School Year	State Target	District Rate	Met State Target?
2015-16	72.0	N/A	N/A

2. The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

2015-16	62.0	N/A	N/A
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N/A denotes minimum "n" size not met.

Indicator 8: Parent Involvement (Representative Sample Survey)

Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

School Year	State Target	District Rate	Met State Target?
2015-16	83.0%	62.8%	No

N/A denotes minimum sample size not met. An asterisk (*) denotes 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?
2015-16	0%	Yes

N/A denotes minimum "n" size of greater than 10 not met.



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?
2015-16	0%	Yes

Includes Autism, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Specific Learning Disability and Speech/Language Impairment. N/A denotes minimum "n" size of greater than 10 not met.

Indicator 11: Parental Consent to Evaluate

Measurement: For INITIAL evaluations only. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The 60 day timeline begins on the date parent signed the initial consent form. The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 12: Early Childhood Transition from Part C

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 13: Post Secondary Measurable Goals and Transition

Measurement: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

School Year	State Compliance Target	Substantial Compliance Target	District Rate	Met State Compliance Target?	Met Substantial Compliance Target?
2015-16	100%	95%	100.0%	Yes	Yes

The State considers a Local Education Agency (LEA) to be in substantial compliance relative to a compliance indicator if the LEA's data indicates a very high level of compliance (generally 95% or above).

Indicator 14: Post School Outcomes

Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

School Year	Enrolled in higher education within one year of leaving high school			Enrolled in higher education or competitively employed within one year of leaving high school			Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school		
	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?	State Target	District Rate	Met State Target?
2015-16	49.0%	N/A	N/A	76.0%	N/A	N/A	80.0%	N/A	N/A

State utilized the 2014-2015 data. N/A denotes minimum "n" size not met.