

District Progress & Slippage IDEA State Performance Plan Report
Federal Fiscal Year 2009 Data Reported on April 15, 2011

(b) (5) - District Name Redacted

Indic. #	Indicator	Measurement	Current Year Statewide Target	Prev Year District Rate	Current Year District # Students	Current Year District Total # Students	Current Year District Rate	Did District Meet the Target?	Current Year District Rate Minus Prev Year	Progress/Slippage
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	≥80.00%							
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	≤2.46%							
3	Statewide Assessment	<i>Participation and performance of children with disabilities on statewide assessments:</i>								
3B	Reading Participation Rate	State participation rate for children with IEPs for Reading	≥97.80%							
3B	Math Participation Rate	State participation rate for children with IEPs for Math	≥97.80%							
3C	Reading Proficiency Rate	State proficiency rate for children with IEPs for Reading	≥77.20%							
3C	Math Proficiency Rate	State proficiency rate for children with IEPs for Math	≥76.40%							
4	Suspension/Expulsion									
4A	Suspension/Expulsion Rate	Participation of Districts identified by the state as having a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year.	≤1.40%							
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:								
5A	Regular Classroom	Inside the regular class 80% or more of the day.	≥59.50%							
5B	Separate Classroom	Inside the regular class less than 40% of the day.	≤8.20%							
5C	Separate Facilities	Served in public or private separate schools, residential placements, or homebound or hospital placements.	≤2.14%							
7	Early Childhood Outcomes									
7A-1	Positive Social-Emotional Skills	Percent of children who substantially increased their rate of growth by the time they exited. $(c+d)/(a+b+c+d)$	≥85.93%	82.61%	30	40	75.00%	N	-7.61%	S
7A-2	Positive Social-Emotional Skills	Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. $(d+e)/(a+b+c+d+e)$	≥65.16%	56.45%	31	55	56.36%	Y	-0.09%	P
7B-1	Acquiring and Using Knowledge and Skills	Percent of children who substantially increased their rate of growth by the time they exited. $(c+d)/(a+b+c+d)$	≥86.38%	77.05%	40	51	78.43%	Y	+1.38%	P
7B-2	Acquiring and Using Knowledge and Skills	Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. $(d+e)/(a+b+c+d+e)$	≥63.60%	41.94%	28	55	50.91%	N	+8.97%	P
7C-1	Taking Appropriate Action to Meet Needs	Percent of children who substantially increased their rate of growth by the time they exited. $(c+d)/(a+b+c+d)$	≥86.24%	72.73%	26	38	68.42%	N	-4.31%	S
7C-2	Taking Appropriate Action to Meet Needs	Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. $(d+e)/(a+b+c+d+e)$	≥76.79%	54.84%	36	55	65.45%	N	+10.62%	P