

# Special Education Performance Information - Public

## North Dakota District Report Card for 2009-10

Eight Mile 6

53006

Indic. #	Indicator	Measurement	2009-10 Target	2009-10 State Rate	2009-10 District Students	2009-10 District Rate	Did District Meet the Target *
1	Graduation Rate <sup>^</sup>	Percent of youth with IEPs graduating from high school with a regular diploma	89.00%	73.03%	X	X	X
2	Drop Out Rate <sup>^</sup>	Percent of youth with IEPs dropping out of high school	11.98%	19.63%	X	X	X
3	Statewide Assessment	<i>Participation and performance of children with disabilities on statewide assessments:</i>					
3A	State AYP Objectives	<i>Percent of districts meeting the state's AYP objectives for progress for disability subgroups</i> Did the district meet Reading AYP? Did the district meet Math AYP?	Yes Yes	77.71%** 89.87%**		Yes Yes	Y Y
3B	Participation Rate	<i>Participation rate for children with IEPs:</i> Reading Math	95.00% 95.00%	97.62% 98.19%	13 13	100.00% 100.00%	Y Y
3C	Proficiency Rate	<i>Proficiency rate for children with IEPs:</i> Reading Math	78.07% 67.03%	62.76% 63.25%	12 12	41.67% 50.00%	N Y
4	Suspension / Expulsion Rate <sup>^</sup>	<i>Rates of suspension and expulsion:</i>					
4A	Suspension / Expulsion Rate, Overall	Did the district have a significant discrepancy in the rates of suspensions/expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00% <sup>^^</sup>		No	Y
4B	Suspension / Expulsion Rate, By Ethnicity	Did the district have a significant discrepancy by race/ ethnicity in the rates of suspensions/ expulsions of children with disabilities for greater than 10 days in a school year?	No	0.00% <sup>^^</sup>		No	Y
5	LRE for Students	<i>Percent of children with IEPs aged 6 through 21 served:</i>					
5A	Regular Classroom	Inside the regular class 80% or more of the day	80.00%	77.88%	21	71.43%	Y
5B	Separate Classroom	Inside the regular class less than 40% of the day	3.60%	4.11%	21	0.00%	Y
5C	Separate Facilities	In separate schools, residential facilities, or homebound/ hospital placements	2.00%	1.33%	21	0.00%	Y

\*If the District Rate is not **significantly** lower than the Target Rate (or significantly higher for Indicators 2, 5B, and 5C), then the District met the target.

Significance is a function of the target and the number of students.

<sup>^</sup>Per OSEP requirements, data from the previous year is used for Indicators 1, 2, and 4.

\*\* The state rate for 3A represents the percent of districts that met AYP.

<sup>^^</sup>The state rate for 4 represents the percent of districts that had a significant discrepancy in suspension/expulsions rates.

X - The district rate is based on fewer than 10 students so the rate or target status cannot be printed.

N/A - Data are not available on this indicator for this district.

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<b>7</b>	Child Outcomes	<i>Percent of preschool children with IEPs</i>					
<b>7A</b>	Social-emotional skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.  Percent of children who were functioning within age expectations by the time exited.	83.50%  69.70%	82.44%  68.00%	X  X	X  X	X  X
<b>7B</b>	Acquisition and use of Knowledge and Skills	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.  Percent of children who were functioning within age expectations in by the time exited.	84.00%  59.40%	81.82%  63.00%	X  X	X  X	X  X
<b>7C</b>	Use of appropriate behaviors	Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time exited.  Percent of children who were functioning within age expectations in by the time exited.	80.50%  76.10%	88.32%  83.00%	X  X	X  X	X  X
<b>8</b>	Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	68.40%	68.46%	X	X	X
<b>9</b>	Disprop. R/E	Did the district have disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification?	No	0.00% **		No	Y
<b>10</b>	Disprop. R/E, Disability Category	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0.00% **		No	Y
<b>11</b>	Evaluation in 60 days	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days	100.00%	99.73%	N/A	N/A	N/A
<b>12</b>	Transition from Part C to Part B	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays	100.00%	100.00%	N/A	N/A	N/A
<b>13</b>	Transition Planning on IEP by age 16	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals	100.00%	74.56%	X	X	X

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\*\*The State rate for 9 and 10 represent the percent of districts notified for potential disproportionate representation.

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<b>14</b>	Post-secondary Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed.					
<b>14A</b>	Measurement A	Percent of youth enrolled in higher education within one year of leaving high school.		21.36%	N/A	N/A	N/A
<b>14B</b>	Measurement B	Percent of youth competitively employed within one year of leaving high school plus Measurement A.		57.28%	N/A	N/A	N/A
<b>14C</b>	Measurement C	Percent of youth enrolled in any other type of post-secondary education/training or employed in any other type of employment plus Measurement B.		68.00%	N/A	N/A	N/A
<b>15</b>	Effective General Supervision	Did the district identify and correct general supervision system (including monitoring, complaints, hearings, etc.) noncompliance as soon as possible but in no case later than one year from identification?	100.00%	100.00%		100.00%	Y
<b>20</b>	Timely and Accurate Data	Percent of reported data that are timely and accurate.	100.00%	100.00%		100.00%	Y

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Significance is a function of the target and the number of students.

^The State rate for 15 represents the percent of districts correcting non-compliance within one year from identification

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