

Special Education Performance Information -- Public

North Dakota District Report Card for 2008-09

Edinburg 106

50106

| Indic. # | Indicator                                       | Measurement   | 2008-09 Target   | 2008-09 State Rate   | 2008-09 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   | 72.00%           | 73.08%               | X                     | X                              |
| 2        | Drop Out Rate <sup>^</sup>                      | Percent of youth with IEPs dropping out of high school  | 11.98%           | 16.69%               | 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><br>Did the district meet Reading AYP?<br>Did the district meet Math AYP? | Yes<br>Yes       | 88.34%**<br>95.06%** | Yes<br>Yes            | Y<br>Y                         |
| 3B       | Participation Rate                              | <i>Participation rate for children with IEPs:</i><br>Reading<br>Math  | 95.00%<br>95.00% | 97.44%<br>97.91%     | 90.91%<br>100.00%     | Y<br>Y                         |
| 3C       | Proficiency Rate                                | <i>Proficiency rate for children with IEPs:</i><br>Reading<br>Math  | 62.50%<br>59.00% | 61.07%<br>61.91%     | 40.00%<br>63.64%      | Y<br>Y                         |
| 4        | Suspension/Expulsion Rate                       | <i>Rates of suspension and expulsion:</i>   |                  |                      |                       |                                |
| 4A       | Suspension/Expulsion Rate, Overall <sup>^</sup> | 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                              |
| 5        | LRE for Students                                | <i>Percent of children with IEPs aged 6 through 21 who are:</i>   |                  |                      |                       |                                |
| 5A       | Regular Classroom                               | Removed from regular class less than 21% of the day   | 79.50%           | 77.55%               | 100.00%               | Y                              |
| 5B       | Separate Classroom                              | Removed from regular class greater than 60% of the day  | 3.70%            | 5.00%                | 0.00%                 | Y                              |
| 5C       | Separate Facilities                             | Served in public or private separate schools, residential placements, or homebound or hospital placements   | 2.00%            | 0.61%                | 0.00%                 | Y                              |
| 7        | Child outcomes for children 3 - 5               | <i>Percent of preschool children with IEPs who demonstrate improved: (who were at age-level)</i>  |                  |                      |                       |                                |
| 7A       | Social-emotional                                | Positive social-emotional skills (including social relationships)   | TBD              |                      |                       |                                |
| 7B       | Knowledge and skills                            | Acquisition and use of knowledge and skills (including early language/communication and early literacy)   | TBD              |                      |                       |                                |
| 7C       | Behaviors                                       | Use of appropriate behaviors to meet their needs  | TBD              |                      |                       |                                |

\* 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.

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

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

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.

<sup>^</sup>Per OSEP requirements, data from 2007-08 must be used for Indicators 1, 2, and 4.

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

Special Education Performance Information -- Public

North Dakota District Report Card for 2008-09

Edinburg 106

50106

| Indic. # | Indicator                            | Measurement   | 2008-09 Target | 2008-09 State Rate | 2008-09 District Rate | Did District Meet the Target * |
|----------|--------------------------------------|---|----------------|--------------------|-----------------------|--------------------------------|
| 8        | 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       | 90.00%         | 95.09%             | N/A                   | N/A                            |
| 9        | 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                              |
| 10       | 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                              |
| 11       | Evaluation in 60 days                | Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days   | 100.00%        | 99.13%             | X                     | X                              |
| 12       | 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%        | 97.68%             | N/A                   | N/A                            |
| 13       | 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%        | 99.25%             | X                     | X                              |
| 14       | Post-secondary Outcomes              | Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school     | 82.25%         |                    |                       |                                |
| 15       | 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                              |
| 20       | Timely and Accurate Data             | Percent of reported data that are timely and accurate.  | 100.00%        | 100.00%            | 100.00%               | 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.

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

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

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

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.

UR - Under Review